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ABSTRACT

The Intermountain Evaluation Task Force was organized following the decision of the Bureau of Indian Affairs' (BIA) Navajo Area Office to phase out the Intermountain Boarding School in Brigham City, Utah, which provides high school education for Navajo youth (Appendix A). The policies of self-determination and a preference for schooling Navajo youngsters as close to home as possible brought about the phase out decision. This in turn questioned the need for the off-reservation schools. It was this to which the Task Force addressed itself. Three areas of exploration for possible uses of the school facility were: (1) the need for a secondary school for American Indian children from other tribes; (2) the need of the facility for other education, i.e., a post-secondary technical vocational school; and (3) the possible utilization of the facility for non-BIA purposes. The findings indicated that: (1) a secondary school serving various tribal groups does not seem desirable; (2) post-secondary education can be more easily obtained elsewhere; and (3) the possibilities for utilizing the facilities for other non-Bureau purposes were many but all conjectural at the present time. Also included were 8 appendixes. (FF)

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INTERMOUNTAIN EVALUATION TASK FORCE

A REPORT

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DIVISION OF EVALUATION AND PROGRAM REVIEW
P.O. BOX 1788
ALBUQUERQUE, NEW MEXICO 87103

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ROGERS C. B. MORTON, SECRETARY
Department of the Interior

MARVIN FRANKLIN
SPECIAL ASSISTANT TO THE SECRETARY FOR INDIAN AFFAIRS
Department of the Interior

WILLIAM J. BENHAM, ACTING DIRECTOR
OFFICE OF INDIAN EDUCATION PROGRAMS
Washington, D. C.

WARREN I. TIFFANY, ACTING ADMINISTRATOR
INDIAN EDUCATION RESOURCES CENTER
Albuquerque, New Mexico

THOMAS R. HOPKINS, CHIEF
DIVISION OF EVALUATION AND PROGRAM REVIEW
Albuquerque, New Mexico

F O R E W O R D

The Task Force has attempted to explore the Alternatives assigned to it (with objectivity and rigor). To achieve this end, many Technical Specialists of the Bureau of Indian Affairs supplied invaluable assistance by researching and reviewing facets of the Task Force work in order to provide basic factual information. Sincere thanks are extended to each of them. For the reader's benefit, their reports are contained in the Appendix.

Special mention should be made of the openness and helpfulness of the Intermountain staff. In each instance when the Task Force visited the campus, they were cooperative in every respect. Their ideas have been used in the report, and their assistance is appreciated.

The community of Brigham City in which Intermountain School is situated was most sincere in its interest and commitment to the school. There were numerous reflections of this concern, and should the decision be made to continue the operation of the facility as a school, there is certainly little need to develop a relationship to the surrounding people. The friendly attitude of the Brigham City people is sincerely appreciated.

Most important, however, is the business of meeting the requirements of the assignment. The Task Force assumes full responsibility for its work and if there are questions concerning the findings and the handling of them, they are welcomed. It is the intent of the Task Force to provide valid information to decision-makers. It is to this end that all efforts have been directed.

Thomas R. Hopkins, Chairman
Evaluation Task Force

Eugene Leitka, Member
Evaluation Task Force

Paul R. Streiff, Member
Evaluation Task Force

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I N T R O D U C T I O N

Intermountain School is classified as an off-reservation boarding school (ORBS). In this case, Intermountain, along with all ORBS operated by the Bureau of Indian Affairs, is at a crossroads. This has been variously explained, but in the case of Intermountain, it has meant profound searching concerning the purpose and role it should play in the future, including the possibility that it, like other ORBS past and present, may not be needed in the Indian Education enterprise.

The Intermountain Evaluation Task Force was organized following the decision of the Navajo Area Office to phase out the school as one providing high school education for Navajo youth (Appendix A). The policies of "Self-Determination" and a "Preference for Schooling Navajo Youngsters as Close to Home as Possible" converged to bring about the phase out decision. With this in mind, what could be the need for the school outside of that of the Navajo? It is this essential question to which the Task Force has addressed itself; however, before going into a discussion of the Task Force and its purposes, it would be appropriate to review President Nixon's policy of Self-Determination.

A basic assumption of the Task Force has been that of Self-Determination as expressed in President Nixon's Message on Indians. He stated:

> "This (Self-Determination), then, must be the goal on any new national policy toward the Indian People: to strengthen the Indian's sense of autonomy without threatening his sense of community. We must assure the Indian that he can assume control of his own life without being separated involuntarily from the tribal group. And we must make it clear that Indians can become independent of Federal control without being cut off from Federal support".

The Bureau's Education personnel have sought diligently to implement this policy and it has played an important role in the work of the Intermountain Evaluation Task Force.

INTERMOUNTAIN EVALUATION TASK FORCE

The Task Force assignment was made by Deputy Assistant Secretary of the Interior, William B. Rogers, to Director of Education Programs, James E. Hawkins. Mr. Rogers requested that the following three options be explored regarding the possible uses to be made of the Intermountain School facility:

(1) The need for Intermountain as a secondary school for Indian children from other tribal groups.
(2) The need for Intermountain as a facility for other than elementary or secondary education, i.e., a post-secondary technical vocational school.
(3) The possible utilization of the facility for non-Bureau purposes.

Mr. Hawkins in turn assigned the work to the Division of Evaluation and Program Review of the Indian Education Resources Center (IERC). See Appendix B for the description of the Task Force as a project and for a copy of Mr. Roger's memorandum.

The general approach adopted by the Task Force may be characterized as factual, objective, and open-minded.

The scope of the Task Force was Bureau-wide. This meant that evidence regarding need was looked for in all of the Bureau's Education operations. Procedurally, and in order for the Task Force to have available to it the necessary factual data that would reflect need, technical Specialists in Education were assigned research tasks to provide the necessary information. The breakdown of these assignments is contained in Appendix C.

Since the Intermountain Task Force was assigned as an evaluation activity, their job was to provide valid information to decision-makers. In this capacity, the Task Force was not and could not be the decision-makers for Intermountain School. This role of the Task Force was explained to concerned individuals during the initial visit to the campus. Therefore, the report of the Intermountain Evaluation Task Force is to provide valid information to individuals who will be deciding the future of the facility with special emphasis on the three assigned alternatives.

The Task Force spent an intensive six weeks working on the project. In all, approximately 15 Technical Specialists developed reports. Some of these are contained in the Appendix and are referred to in the body of the report. Additionally, the staff at Intermountain was asked to contribute their thoughts and selected parts of these are also included in Appendix C. The Task Force made three working visits to the campus. First, to explain the project and gain insights into the local situation. Second, to perform a comprehensive technical assessment of the facility. Third, to work with the staff in obtaining

their thoughts regarding the second option (post secondary education). Reports related to campus visits made by the Task Force are also included in the Appendix.

Through it all, the Intermountain Task Force has tried to do as thorough a job as was possible, given the circumstances of the assignment. It is hoped that the report will prove helpful to those who decide the future of Intermountain School.

FACILITIES EVALUATION: INTERMOUNTAIN BOARDING SCHOOL

Introduction: A Team of Evaluators from the Divisions of Plant Design and Construction, School Facilities, and Building Safety, assisted the Task Force in conducting an on-sight evaluation of the Intermountain Boarding School facilities. This part of the report includes the summarization of the findings submitted to the Task Force by the Teams. For further details on each report, please refer to Appendix F.

Structural and Architectural: It was pointed out that major repairs were not needed on a majority of the structures--that they were built with good materials and with good workmanship. It was also reported that the complex is currently functioning more than adequately, with a minimum of cost it could continue to do so for many more years. The facilities could not be duplicated elsewhere for anywhere near the cost of improving or maintaining this campus.

Repairs Needed:	Approximate Cost
Replacement of wood windows in approximately 90 percent of the buildings.	$450,000
Interior trim needs replacing in approximately 50 percent of the dormitories.	100,000
Replace old worn linoleum with asbestos tile or with carpeting	400,000
Scraping old paint and repainting structures	250,000
Coordination of locks and keying system for security and maintenance	150,000
Plumbing-minor repairs to plumbing system	15,000
Heating-damaged insulation on heating pipes in corridors	1,000
Electrical System: Aerial Primary Distribution System-Replacement of H-Frame transformers, light-poles, etc.	25,000
Updating lightning levels for adequacy	3,700
Switches and Control Equipment-Reidentification of system controls	3,000
Replacement of system speakers	750
Updating fire alarm system in six buildings	No est.
Updating panelboard directories checking and identifying circuits	4,500
Re-working main electrical service lines and modification in six buildings	5,000
Updating the 50 KW engine generators to automatic standards of operation	7,500
Installation of emergency lights in 12 buildings	1,500
Installation of exit lights, five buildings	1,200
Updating and combining all electrical loads to a single service to conform with current codes, one building	8,000

Equipment Survey: The following figures are an estimate in dollars needed to replace old or obsolete equipment to bring the instructional areas up to current standard.

Academic:

Language laboratoryequipment must be replaced	32,000
Audio visual equipment needs replacing	12,000
Several items in classroom furnishing need replacing	6,000

Vocational:

Some replacement is needed to be current with the latest developments in vocational training	63,000

Dormitories and Kitchen:

The dormitories and kitchen were re-furnished recently and appear to be in excellent condition	--

TOTAL ESTIMATED COSTS: $1,538,450

Safety: Safety deficiencies pointed out were those stemming from building location, namely the vocational structures, and deficiencies in facility design. The evaluators stated that many corrections must be made to meet the standard safety code to continue current operations. Any change in use requiring remodeling of the various buildings would also require inclusion of meeting current safety codes.

Safety Deficiencies:

(1) Buildings do not meet the one-hour fire resistive rating requirement for means of exit.
(2) Magnetic door holders interconnected with fire alarm should replace the fuseable links on fire and smoke doors.
(3) Most of the vocational shops are located in unsafe laycut and are inadequate as follows:
   a) do not meet minimum floor area requirement
   b) restrooms, washrooms, dressing areas, and drinking fountains do not meet minimum requirement
   c) several shops are located on second floor of building, should be on ground floor
   d) some locally-installed exhaust fans and ducts do not meet the requirements
   e) most shop equipment not properly anchored to floor
   f) approved metal cabinets for volatile liquid storage is non-existent
   g) a separate building is required for body and fender shop
   h) improper storage of hazardous materials
   i) many exit corridors partially blocked by material storage
   j) most shops will require re-wiring when shop equipment is properly spaced
   k) many pieces of shop equipment are worn out or obsolete and need replacing
   l) many work benches are constructed of combustible materials and should be of fire-resistant construction
   m) electric kilns have been installed in combustible confined space

OPERATIONAL COSTS

Much has been said in recent times about the costs of operating Intermountain Boarding School for Navajo High School students by the Navajo Area Office (Appendix A). According to basic figures from the Bureau of Indian Affairs, the following amounts were programmed to be spent at the facility for the 1973 Fiscal Year:

Film Production Unit	$ 207,639
National Indian Training Center	343,717
Intermountain School	5,319,959
Total:	$5,871,315

The above figure refers to all categories of funding from the Bureau of Indian Affairs and those US Office of Education Programs administered by the BIA. It does not include the services provided by the Division of Indian Health of the US Public Health Service which maintains a unit at the school for students.

It should be noted that basic Plant Maintenance of the facility, as projected in the report by the Division of Plant Maintenance (Appendix F), was $833,650 for the Fiscal Year 1974. This figure includes plant operation repair and maintenance of the facility. Program costs would have to be added to this basic figure. This basic cost, or one similar to it, would have to be included in any figuring regarding a consideration of the feasibility of using the facility.

Attention is also invited to the report pertaining to those facility items that need replacing. It was estimated that about $1,500,000 would be needed in major repairs, (Appendix F and discussion of evaluation of facility). Even so, it was reported that this cost would be far less than building new facilities.

BUREAU-WIDE POLICY AND GOALS

It was apparent to the Task Force that a review of Bureau-wide policies in education would have to be conducted. This Section of the report pertains to Education policies, some of which have already been mentioned in previous parts of the report, that may have a relationship to the alternatives being investigated by the Task Force.

The investigators approached the assignment through five major questions:

1. What is the present status of the concept of attendance boundaries, which has been proposed for off-reservation boarding schools (ORBS)?
2. What is the extent of adherence to the announced BIA policy of sending children to school as close to home as possible as reflected in:
   a-Bureau-wide enrollment and average daily membership data, trends and projections.
   b-Area enrollment policies as expressed in interviews by administrative personnel.
3. What is the possibility of significant gaps in Area ORBS curriculum offerings which might be more adequately met at Intermountain?
4. Are there significant numbers of high school age Indian youths not now attending school when viewed across Areas and tribal boundaries? What is the likelihood that they could be enrolled at Intermountain?

What is the present status of the "attendance boundaries" concept for ORBS?

At the present time, a new section has been drafted for inclusion in 62 IAM (Indian Affairs Manual Release 62). This section designated as 2.5.5, contains the Bureau's policy on the enrollment of students in schools outside of their Area. It has not been approved for manualization to date, although many references to its contents are encountered as operating policy. Not the least of these examples is the Navajo-Intermountain case at hand. The section reads as follows:

5. Attendance boundaries: It is the general policy to educate all students as close to their homes as possible. The policy shall apply to boarding schools as well as to day schools. Each Area Office is responsible for the development of suitable educational opportunities for students within its geographical jurisdiction. The geographical boundaries of each Area Office constitute the attendance boundaries for all students living within these boundaries. Students shall not be enrolled in schools outside of their attendance boundary except under the following conditions.
   a-no school exists within the attendance boundaries having a program and space to meet the students' needs, and
   b-approval has been granted to a school for the enrollment of students from outside their attendance boundary.

The second point to be examined relates to evidence of the extent to which a policy of educating Indian children as close to home as possible is being implemented by Areas whether or not it has been manualized.

Statistics maintained by the BIA Indian Education Resources Center, Division of Education Planning and Development, reveal the following trends and projections in off-reservation boarding school (ORBS) enrollment:

Aberdeen Area: The Aberdeen Area has had a steadily declining ORBS enrollment, about 100 in the past five years. With ORBS capacity of 1,125, the Area enrolled a total of 886 students in its own schools, while 71 students were enrolled outside the Area, all but one in neighboring Anadarko Area schools.

Of the three Area ORBS, Flandreau, Pierre, and Wahpeton, the remaining available space is filled by a quite consistent number of students enrolling in Flandreau High School from the Billings Area, and an increasing number enrolling from the Minneapolis Area.... from 0 in 1968, to 18 in 1969, to 102 in 1971.

A conversation with the Area Administration Officer revealed that it is the policy of the Area Office to place students needing ORBS facilities as near home as possible, in addition to which transportation funds are simply not available should students wish to attend distant ORBS. He predicts an increasing enrollment from the Minneapolis Area, primarily from urban public schools, which will offset a projected continuing decline in ORBS enrollment from the home Area. There is no evidence that there will be any increase in numbers of Aberdeen Area students who will require assignment outside the Area in the future.

Albuquerque Area: With an ORBS capacity listed at 700, the total enrollment of the 1972-73 School Year was only 319, declining in five years from 570. This enrollment has been divided between the Albuquerque and Navajo Areas, with the Navajo enrollments dropping from 344 to 80 in that five year period. A memorandum issued by the Navajo Area Office explains that there will be no more Navajo Area students attending Albuquerque Indian School after this academic year.

On the other hand, there has been an overall increase of almost 200 ORBS students (students requiring ORBS facilities), in the Albuquerque Area, which is expected to continue at about the same rate. Approximately 100 of the present Area ORBS population has been attending school outside the Area, mostly in the Anadarko Area.

If the emphasis on enrolling in the home Area is continued and strengthened, as an Area spokesman has indicated, it appears that the AIS enrollment may actually increase in spite of the loss of the Navajo students, yet fall considerably short of capacity. There is reason to believe, in any event, that there are not going to be significant numbers of eligible students in the Albuquerque Area without secondary ORBS facilities available to them.

Anadarko Area: ORBS school capacity 1,290. Statistics indicate that in the 1972-73 School Year, there was a total of 1,054 students in the Anadarko Area of which 68 attended ORBS outside the Area.

The enrollment figures for the four Anadarko Area Schools (Chilocco, Ft. Sill, Riverside, and Concho), reflects a broad representation from ten of the other eleven Areas listed, with largest numbers coming from the Albuquerque, Billings and Portland Areas, and even 51 from the Juneau Area. It is reasonable to expect that the increased implementation of the Bureau policy of educating students as near home as possible will result very soon in reduced out of Area enrollment, and in increased space becoming available in the Anadarko Area ORBS.

There will be little likelihood that space will be needed in distant ORBS for eligible Anadarko Area students. Even the present out-of-Area enrollees only went as far away as neighboring Muskogee Area schools, with the exception of five who went to Sherman and Stewart.

Billings Area: The Billings Area ORBS capacity is very small--only 120, and thus the eligible students from the Area have been rather evenly divided between the Aberdeen and Anadarko Areas. While there is a continuing small decrease projected (about 50 over the next five years), for ORBS enrollment, it may be expected that numbers and schools attended will remain fairly stable. It might be possible, however, to consider the approximately 450 ORBS students from the Billings Area as eligible for enrollment at Intermountain should a plan for inter-tribal enrollment be contemplated. The investigators were informed by the Area Office that they have consistently stressed the importance of establishing need for enrollment in ORBS facilities as housing and general well-being on the reservations increase. Since the responsibility for determining ORBS enrollment has been assigned to the Agencies, the reduction in ORBS enrollment is, for the most part, out of the hands of the Area administrators.

Should enrollment be opened at Intermountain, and should a sizeable number of Billings Area ORBS students elect to go there, the significant reduction in enrollment in Aberdeen and Anadarko schools would be of concern.

Juneau Area: The stated capacity for the two Juneau Area ORBS schools is 590, with an additional dormitory program capacity of 700 and a boarding home program of 1,200. Enrollment at Mt. Edgecumbe in Sitka accounts for approximately three-fifths of the 659 ORBS students reportedly attending Area ORBS schools, while the remaining two-fifths (approximately 165) were reportedly enrolled at Wrangell Institute.

At the present time, the Juneau Area Office and the Alaska State Office of Education are cooperating in assessing their total educational situation: Broad goals; total facilities; responsibilities to be carried by each Agency, etc.

Of most significance for the Intermountain Task Force is the fact that enrollment of Alaskan ORBS students outside the Area has already been curtailed, and will apparently be completely phased out by 1975. Thus, no potential enrollment could be expected at Intermountain under an open or inter-Area policy.

Muskogee Area: A total enrollment of 445 last year at Sequoyah High School included only 39 students from the Anadarko Area, and 18 from the Southeast Agencies. The remaining 388 were all within-Area-enrollment. The current and projected statistics indicate approximately 100 ORBS students will be attending schools outside the Area. At present, almost all of those are enrolled in neighboring Anadarko Area, and under the policy of enrolling students as near home as possible, which the Area Office joins in advancing, it is not likely that any Muskogee Area ORBS students would attend an inter-tribal Intermountain High School.

Navajo Area: The data available indicate that the Area has a high school boarding capacity of 4,500 (additional elementary capacity of 13,000), and a rapidly declining enrollment of Navajo students in off-reservation boarding

schools. This decline totals more than 2,500 in the recent five year period, 1967-1972.

The announcement of the decision to phase-out Intermountain as an all-Navajo off reservation boarding school speaks for itself in terms of the importance attached to providing educational programs as near home as possible. All indications are that Navajo students will not have the option of attending high school off-reservation after this school year (1972-73), except for those already enrolled in Intermountain who will be allowed to complete their programs during the scheduled phase out.

Of importance to the present effort, however, is a statement issued by the Navajo Interagency School Board during a recent visit (May 17) to the Intermountain School campus. The Board issued a press release in which it recommended that:

> "Intermountain School continue to operate to meet special needs of the students which cannot at present be provided in reservation schools".

The Board went on to say:

> "As more schools are developed on the reservation, the needs of the students will change. Intermountain School will continue to meet these changing needs by improving its program to include vocational, technical, and career training."

This information seems to indicate that it may be possible for Navajo students to attend Intermountain School under certain as-yet-unspecified circumstances should it operate on an inter-tribal basis. Such speculation should be carefully investigaed, however. There would have to be accurate estimates of numbers of students who might be authorized to enroll from the Area; the specialized programs being sought; and much more.

In summary, the possibility that Intermountain School might continue to enroll some Navajo students does seem to exist, should it continue operations as an inter-tribal school. Navajo people have said they would like to have its programs available to their children. The possibility should be investigated further.

Phoenix Area: Boarding school capacity is listed as 2,470. The current ORBS students total 1,957, of which only 30 are attending school outside the Area. Largest enrollment of the three high schools is in Phoenix Indian High School, with 951. Sherman High School in Riverside, California, shows an enrollment of 546, while Stewart, in Carson City, Nevada, shows 425.

Phoenix Area also enrolls some 100 students from the Sacramento Area, and a few each from Albuquerque (10), Anadarko (5), Billings (2), Muskogee (1), Navajo (33), Portland (10), and Minneapolis (3) Areas, for a total of 165 enrolled from outside the Phoenix Area.

While the Phoenix Area facilities are considerably underenrolled, it is not impossible to speculate that some of the 165 non-Area students might elect to attend Intermountain should they be presented the Option. An increase of

ORBS students is projected for the Sacramento Area in the next five years, to reach approximately 300. In view of the fact that there are no ORBS in that Area, these students might reasonably be considered eligible for such an option.

Portland Area: A fairly small capacity of 640 in one school, Chemawa, nevertheless continued at near maximum in spite of some interesting and unusual enrollment circumstances. The total of Area ORBS eligible students has remained the same for the past five years, but is projected to increase by some 250 over the next five years. Only 268 of 479 Area ORBS students were enrolled at Chemawa last year, with 211 attending ORBS outside the Area, almost all in the Anadarko Area. By 1974-75, it is projected that this latter number will have been reduced to zero. On the other hand, a majority of last year's enrollment (428) came from the Juneau Area, which will also reduce to zero by 1974-75.

Thus, it is apparent that Area ORBS students will be enrolled in home Area schools very soon, and there will be a great reduction in the long distance shifting of students.

Notable in the case of the Portland Area, however, and in consideration of the question at hand, are two factors:

(1) An increase of Portland Area ORBS students is projected, which will arrive at a figure some 100 over present capacity.
(2) The Portland Area has prepared a document which calls for completely rebuilding the school, or building a totally new facility to accomodate increasing demands from Area residents for ORBS enrollment for their children.

If the anticipated demand for space from Northwest Indian students materializes, and if the inadequacy of present facilities is born out and new facilities do not materialize as soon as hoped for, it might be important to consider the possibility that an inter-tribal enrollment policy at Intermountain could accomodate a considerable number of Portland Area ORBS students. This might be especially attractive because of the very fine vocational-technical plant and program at Intermountain.

Sacramento Area: The projected increase in ORBS--eligible students from this Area (to 317 in five years), has already been dealt with. Suffice it to say, that an option to enroll at Intermountain would probably be taken up by a number of the approximately 300 students.

Minneapolis Area: The increasing enrollment from the Minneapolis Area has already been mentioned. At present, these students attend Aberdeen and Anadarko Area schools, but of the projected 300 within five years, we can speculate that a number might elect to attend Intermountain if given the opportunity.

Southeast Agencies: Only about 75 students from this Area are enrolled in ORBS and this is projected to decline slightly. Those students are enrolled exclusively in Anadarko and Muskogee Area ORBS. There is little reason to believe that this would change, nor would it be reasonable to suggest it.

Thus far, questions one, two-a, and two-b, have been dealt with.

What is the possibility of significant gaps in Area ORBS curriculum offerings which might be more adequately met at Intermountain?

This question becomes academic when the factor of local or regional pride in programs enters the picture. Each Area feels that it is providing "suitable educational opportunities", and appropriately comprehensive efforts at comparative assessment would probably be an exercise in futility, and would be for the most part irrelevant, since policy hangs on the geographic criterion as priority.

Are there significant numbers of high school age Indian youth not now attending school when viewed across Areas and tribal boundaries?

There is little empirically derived data on which to base answers to this question at the moment. Various people and Agencies, depending upon their purposes have quoted figures as high as 10,000 and even more. It is undoubtedly fair to say that there are many young people of high school age who are not enrolled in any school.

SUMMARY

The announced policy of the BIA of providing education programs for Indian students as close to home as possible is being promoted actively in all Areas sampled. Additionally, there seems to be an abundance of space available within each Area to accomodate the numbers of ORBS, eligible students from that Area, with a few exceptions, and for the most part, the Areas can point to "suitable education programs", as required.

One final note, the important issue of administrative responsibility must be considered. Should the Intermountain School continue to operate as a facility open to Indian students from all tribes, it would no longer operate within the jurisdiction of the Navajo Area, and some other administrative tie would have to be established.

ALTERNATIVE ONE

THE NEED FOR INTERMOUNTAIN AS A SECONDARY SCHOOL FOR INDIAN CHILDREN FROM OTHER TRIBAL GROUPS.

The Intermountain Evaluation Task Force has examined the need for Intermountain as a secondary school for Indian children from tribal groups other than the Navajo, and it is felt that a number of observations may be made at this time.

The stated policy of the Bureau of Indian Affairs is to send children to school as close to home as possible. This policy is at the heart of the decision by the Navajo Area to phase out Intermountain as an all-Navajo High School. Investigation revealed that the policy is being adhered to as well by the other Area Offices in general, and most vigorously by the Juneau and Portland Areas in their enrollment projections. This factor will be of central concern in any possible courses which may be suggested within Alternative One.

A plan to establish formal attendance boundaries has been prepared and submitted to the Assistant to the Secretary for Indian Affairs, but has not as yet been manualized. In spite of the lack of formalization of the concept, there is much evidence that its basic intent is being carried out. That is, in the greatest number of situations, the geographic boundaries of each Area Office are viewed as the attendance boundaries for students living within them.

Enrollment data for each Area were examined to ascertain whether significant numbers of high school age ORBS students do not now have adequate facilities available to them.

In general, projections for six Areas reflect a declining total enrollment of students needing off-reservation boarding school facilities, while six indicate there will be some increase in enrollment over the next five years.

The Navajo Area decision will effect somewhat the enrollment projected for the Albuquerque Area, the Anadarko Area, and to a lesser extent, the Phoenix Area.

Juneau Area student enrollment at Chemawa in the Portland Area will be completely phased out in the next two years, representing a considerable reduction in that school's enrollment. Juneau Area students formerly represented a large percentage of Chilocco School students also, but at the present time, the phasing out will mean a further reduction of only about 50 students there.

Clearly, an increased emphasis on enrollment in home Areas will have multiple effects, especially for schools in the Anadarko Area, which enroll students from 11 of the 12 Areas at the present time.

Of the Areas which might represent student secondary ORBS enrollment for Intermountain, the most likely possibilities are those which do not have school facilities of their own and which are now enrolling their ORBS students outside their Area boundaries. The Billings Area now sends approximately 500 ORBS students to Aberdeen and Anadarko Area Schools. Enrollment at Intermountain would bring Billings Area students closer to home, and might represent a partial body of non-Navajo students.

The Minneapolis Area is now enrolling approximately 175 ORBS students, mostly in the Aberdeen and Anadarko Areas. This figure is expected to double within the next five years. Geographically, however, attendance at Intermountain would not necessarily be justified over the other Areas under a "nearer to home" policy.

Enrollment of Sacramento Area ORBS students is entirely in Phoenix Area Schools (Sherman and Stewart), and is projected to reach approximately 300 by 1976. Intermountain would not represent a significantly greater distance for their school attendance.

The only other Area where enrollment is expected to increase and where facilities are considered inadequate to meet needs is Portland. The Portland Area Office has developed plans for completely rebuilding the Chemawa ORBS facility on the basis that elements of the present plant were constructed anywhere from 30 to 80 years ago, and many are now in advanced stages of deterioration. (Portland Area Office Dropout Study and Needs Assessment, 1973). Given the present tight money situation, especially for new construction, the apparent excess of ORBS facilities in the Bureau, and the fact that expert examination has shown the Intermountain plant to be generally in excellent condition, it might be possible for all Portland Area ORBS students to be accomodated at Intermountain, phasing out the Chemawa School at its present location. Certainly, such a move would represent serious concern for cost-effectiveness.

By the same token, other plants which are considered in need of costly and extensive rennovation or replacement might be phased out and their enrollment distributed at least partially to the Intermountain facility. Chilocco Indian School, Pierre Boarding School and Albuquerque Indian School are cases in point.

A combination of numbers from which Intermountain enrollment might be drawn can be projected as follows:

Portland Area	544
Albuquerque Indian School	465
Chilocco Indian School	350
Billings Area	450
Sacramento Area	300
Minneapolis Area	300
Pierre Boarding School	197
TOTAL:	2,606

While the above-cited potential enrollment figures appear to reflect a positive need for Intermountain and a corresponding savings in Federal school construction, such a decision must of necessity take local control and self-determination into consideration. To decide to enroll students in a school somewhat far removed from their home areas would go against stated policy. It would also be contrary to the expressed desires of local advisory school boards and the several communities they represent which have already gone on record as strongly supporting the construction of new facilities in the various locations that such a decision would cancel. Economically, Intermountain could remain open and could provide education services as indicated. However, it would be farther away from home and directly counter to the expressed desires of several local Indian groups. It is doubtful that if asked, the local groups would favor Intermountain over the construction of the new schools they have asked for.

It is important at this juncture to point out that, in any plan for continuing operation of Intermountain as a secondary school, the matter of cost-effectiveness must be of central concern. Merely replacing the present Navajo student body with an equal number of inter-tribal students would still leave an unfavorable cost per pupil ratio. Two alternatives present themselves: Either (a) increase enrollment nearer to capacity, or (b) reduce the level and thus the cost of plant and programs operation.

Finally, it has been suggested that Intermountain gear itself toward enrolling the many hundreds of Indian students who have withdrawn from high school. Certainly, this represents by far, the largest immediately eligible population. Statistics on cumulative withdrawals (see Appendix D) from 14 Bureau schools indicate that for this academic year alone, dropouts total more than 2,500. However, any plan geared toward enrolling from this population must bear in mind the fact that Intermountain's current program produced some 357 of that total, and would not likely, in its present form, attract a sizeable number to return and stay. Changes would have to be made to accomodate the special dropout population. The percentage (approximately 25 percent) of dropouts is by no means the highest. For example, Flandreau (Aberdeen Area) shows a dropout rate of 50 percent, while Albuquerque Indian School reflects a 53 percent withdrawal figure.

In summary, there appear to be sources of student population which might be available to Intermountain as an inter-tribal secondary school, and because of the excellence of the plant and the range of possible program offerings, it might be possible to consider pursuing some of the possibilities suggested.

ALTERNATIVE TWO

THE NEED FOR INTERMOUNTAIN SCHOOL AS A FACILITY FOR OTHER THAN ELEMENTARY OR SECONDARY EDUCATION.

The post high school education of Indian youth of today seems to be undergoing a shift or change **from** a strong vocational orientation that has been the case throughout the history of schooling Indians. This shift is toward training in the professions or college education leading to a baccalaureate degree. Evidence of this comes from two sources which, due to there length, have not been included in the Appendix of the Intermountain Task Force Report. The two sources are: (1) a comprehensive evaluation of the Bureau's Higher Education Program and (2) survey research of Indian adults and high school students that is related to evaluations of ORBS.

The evaluation of the Bureau's Higher Education Program revealed that the appropriation from Congress has increased approximately 300% in the past five years. Need for this increase was directly related to a dramatic expression of a desire on the part of Indian youth to attend college. Indian youth are attending college as never before. Also, part of this need has been expressed on the part of tribes who have established their own junior colleges (Notably the Navajo Community College. For others, refer to Appendix E).

Secondly, evaluation activities have reflected that Indian parents differ with Indian high school students regarding education goals, especially as related to vocational and college education. Parents usually support vocational education in a stronger manner than do students. Data developed for the Task Force and discussed below generally reflect these two findings. (Data to support the survey research is available from the Office of Indian Education Programs, Indian Education Resources Center in Albuquerque and is taken from the ORBS evaluations of Sherman, Chilocco, Ft. Sill, and IAIA schools).

Changing Career Objectives

An example of the above cited change is the enrollment at the Southwestern Indian Polytechnic Institute (SIPI), a relatively new school with an excellent faculty and offering sophisticated level of training in vocational-technology in assorted fields. SIPI showed an enrollment (May 9, 1973) of 394 out of a possible 932 capacity.

Haskell Junior College in Lawrence, Kansas (enrollment 1,140, 1973) graduated 167 during second semester of 1972-1973 in 16 different fields. Sixty-six percent of the total graduating class had majors in Business and General Education. The remaining 34% were distributed among the other 14 fields. Haskell's student body is comprised of Indian youth representing 32 states.

These findings should provide factual data upon which decisions could be reached with regards to the future use of the Intermountian facilities. From all indications, the trend among Indian youth seems to be a shift away from vocational education to that of programs with academic emphasis.

In view of the seemingly total commitment on the part of the community of Brigham City, and the faculty-staff of Intermountain School, an education program other than in its present form might be considered. In this respect, the suggestions made by the Task Force imply developmental and exploratory work inasmuch as the facts of the situation in Indian education did not reflect them as strong possibilities.

The following alternatives are suggested by the Task Force within the parameters of alternative two.

1. Post Secondary Vocational Facility

   In view of the findings, this does not seem feasible but then, the plant is equipped with needed facilities and vocational equipment to make the transition into a full time post secondary vocational school for all Indian tribes.

2. American Indian University

   Available facilities and its geographic location could be the impetus needed to establish a university with major emphasis in training Indian people in the area of pre-med, pre-dental, and pre-law programs. This would correlate with the current trend among Indian peoples' interest shifting from vocational education to academic programs.

3. Agricultural and Mechanical College

   This type of an institution would address itself and its field of activities to special developmental needs of Indian lands and resources.

4. All Indian Training Center

   An expansion of the present National Indian Training Center would be considered. The NITC is jointly operated by Civil Service Commission (CSC) and BIA Education. Training programs could be conducted, e.g. School Board Training, Management Training, Small Business Development Training, etc.

Options two, three, and four have been presented as reflecting some general post-secondary needs among Indian groups. However, it should be understood that in each instance, further detailed exploration of need would have to be conducted. As presented, they are possiblilities to be explored and are merely plausible trends that were observed by the Task Force. Based on the Task Force data, they cannot be presented as strong possibilities.

ALTERNATIVE THREE
THE POSSIBLE UTILIZATION OF THE FACILITY FOR NON-BUREAU PURPOSES

It is this alternative that the Task Force chose to treat in a more subjective and conjectural manner as contrasted to the more factual approach of Alternatives One and Two. This approach was taken inasmuch as the data to reflect need for non-Bureau purposes is very broad and outside the realm of responsibility of Federal school operations of the Bureau of Indian Affairs. Nonetheless, some suggestions can be made that may prove significant to the situation at Intermountain Boarding School.

It is important to mention the general strong feeling and concern expressed repeatedly by the community about the school. It was the impression of the Task Force that the staff and the community were willing to adapt to most any viable activity or purpose which could be assigned to Intermountain School. Indeed, the Civic Government, Chamber of Commerce, and ocassional man-on-the-street were all expressing the same strong support.

It is also significant that the facility itself, which was originally designed as a hospital, is in good condition and with some repair and modification, could serve for a number of years. The adaptability of the basic facility may be something of a problem but this would depend on the uses to which it could be put. Obviously, as an education institution, it would require little modification and perhaps even less if it were used as a hospital.

The campus itself is large and attractive. There is room for expansion. The basic plant management systems (utilities, grounds, and structural soundness), are in good condition and would serve for years to come. The campus is kept up by irrigation and mowing of the grounds. As a facility, it is appealing and has community support to accompany it.

Part of Alternative Three consisted of making contact with tribal leaders on a national scale. Though there was not sufficient time to do a thorough job, enough were contacted to indicate a trend. Tribal leaders did not want the facility too close for various reasons but usually expressed insufficient information about the situation to say if they had uses to which the school might be put. It is suggested that the National Tribal Chairman's Association be informed of the availability of the Intermountain facility to see if they have any need for it. It is possible that they via non-Bureau resources could establish a use. Appendix gives the telephone interview guide used in this activity.

It would also be feasible for the community of Brigham City and, indeed, the communities of the Salt Lake Valley, to combine their resources to determine if they could find a use to which the facility could be put. In this case, it is the opinion of the Task Force, that non-Indian needs be explored. There may be other Federal Agencies that would need a facility like Intermountain that is in good condition and has a community and staff ready to work toward new goals and objectives.

It appeared to the Task Force that perhaps the most viable approach to Alternative Three would be to list those possible programs that could utilize the facility. Further, it was the feeling of the Task Force that the investigation of need for non-Bureau uses of the facility would best be accomplished by non-Bureau people, possibly the Brigham City community and the staff of Intermountain School. To be helpful regarding this thought, the Task Force offers the following possibilities:

(1) A half-way institution for youngsters who are not criminals but who have serious problems.
(2) Combining or moving the Job Corps Center to the Intermountain campus.
(3) Contact the State and Federal Penal Systems to see if they have a need for the facility.
(4) A recreation facility with emphasis on family participation. There is excellent skiing in the surrounding mountains and families frequently cannot afford the high costs of ski resorts. Staying at Intermountain and busing to skiing places would have great appeal. The Bear River recreation facility could be included as a summer attraction. Those who know the area better than the Task Force could do a much better job of developing this idea and exploring its more practical and feasible aspects. Low cost family facilities are difficult if not impossible to find.
(5) A talk with the Governor of Utah might show where there is a need for the facility.

While this section of the Task Force Report is conjectural, it may prove helpful to the Intermountain situation. In retrospect, it is important to emphasize the two strong factors which favor continuing some activity at Intermountain and these are the strong community support of the facility and the fact that it is large and in good condition.

S U M M A R Y

Use of the Intermountain facility as a secondary school serving students from various tribal groups does not seem desirable.

Most Areas now have adequate classroom space to accomodate students within the Area--even though some of the facilities are in need of replacement. Cancelling building plans or closing schools--at Chemawa or Albuquerque, for example--would arouse strong local opposition. Educating students close to their homes is a common preference.

With the exception of students from the Billings', Sacramento and Portland Areas, the distance-from-home factor would be severe and travel costs high. If Chemawa were closed and all of the eligible students from the three Areas mentioned above were enrolled at Intermountain, the total enrollment at Intermountain would still be approximately 500 below the minimum requirement of 1,700 students for economic operation of this large facility. Per pupil costs, consequently would remain quite high.

The possibilities for utilizing the Intermountain facility for post-secondary education, specifically vocational-technical training, are not great either. The recently opened, finely equipped Southwestern Polytechnic Institute is operating at an under-capacity enrollment of less than 400 studnets. Haskell has recently had a major shift from enrollment in vocational-technical programs to academic programs--which seems to be reflective of a general trend among Indian students to more academic, college-type post-secondary education. It is unlikely that Intermountain could reach the minimum 1,700 student enrollment as a post-secondary institution--as a vocational-technical training institute, American Indian University or other type of post-secondary school.

The possibilities for use of the Intermountain facilities for other non-Bureau purposes are many--but all conjectural at this time.

Intermountain has an excellent, large structural facility on an extensive campus and the local community has been very supportive of the programs there. Because it is a large plant, however, it requires a large use for the cost-effectiveness factors to be feasible.

All of the findings and suggestions regarding the use of the Intermountain facility for Bureau educational purposes are influenced by the policies of "educating Indian children and youth as close to home as possible", and "self-determination". The use of Intermountain as either an inter-tribal secondary or post-secondary school would most likely not be considered by Indian Peoples as supportive of these policies.

APPENDIX A

OPPORTUNITY FOR COST SAVINGS AT INTERMOUNTAIN BOARDING SCHOOL

Report
of the
Office of Survey and Audit
of the
Department of the Interior

DRAFT

OPPORTUNITIES FOR COST SAVINGS
AT
INTERMOUNTAIN BOARDING SCHOOL

2/23/73

BUREAU OF INDIAN AFFAIRS
RECEIVED
FEB 20 1973
ALBUQUERQUE
DIV. OF EDUC. PLANNING & DEV

The Navajo Area Office could save between 1.6 and 1.3 million dollars annually by closing Intermountain Boarding School (IBS) at Brigham City, Utah and transferring the students back to the Navajo Reservation. School facilities are available on the reservation to accomodate these students. Combining the activities of IBS and Reservation schools would not only improve the utilization and cost effectiveness of reservation facilities but would be consistent with Navajo Tribal school Policy which is to seek education facilities on the reservation so that the children may be near their parents.

When IBS was established in 1950 the need for education facilities on the Navajo reservation was critical and the supply was highly inadequate. For many years the Navajos demonstrated only token interest in obtaining an "English education" for their children although this was a part of the Navajo treaty with the United States signed in 1868. Many children were deliberately kept out of school because they were needed at home.

After World War II Navajo interest in education began to accelerate. The number of Navajos needing education was formidable. In 1946-47 a survey showed that 66% of all Navajos had no schooling whatever and the median number of school years among all members of the tribe was less than one year.

Although the need was critical the prospects of building adequate school facilities on the reservation were dim. A major obstacle was the shortage of water. Other equally important problems were the wide dispersion of the tribe, and the lack of roads and transportation facilities. Against this background of events and circumstances the decision to obtain the abandoned Bushnell Army Hospital at Brigham City, Utah as a school for Navajo children was probably justifiable using any criteria.

Although the Navajo tribe has permitted Navajo children to leave the reservation for education purposes, it has been stated repeatedly in tribal resolutions as the policy and desire of the tribe to provide educational opportunities on the reservation so that all children may be near their parents, thus preserving family unity. It is also the stated policy of the tribe to use off-reservation boarding school facilities only so long as the <u>need exists</u>.

The need for off-reservation school facilities has diminished steadily as more school facilities have become available on or near the reservation. Some of the needed schools have been provided by BIA. Some were provided by the construction of public schools and other schools have been provided by religious organizations. BIA now operates 57 day or boarding schools in addition to 9 bordertown dormitories on or adjacent to the reservation for students attending public schools. In addition there are 21 public and 13 mission schools on the reservation. Three schools are operated under contract to the tribe. We found nothing to indicate a change in the Tribes' desire and determination to provide school facilities closer to the reservation. 25

We were advised by area education personnel that there are presently about 5000 empty seats at BIA schools on the reservation. These unused facilities, in conjunction with the opportunity for substantial cost savings, are a major reason we believe consideration should be given to returning some of the Navajo school children who are now being educated in off-reservation school facilities. For reasons explained in more detail later in this report we believe IBS students should be given top priority in any decision to improve the utilization of empty reservation facilities.

Over 2,000 of the above spaces would be available to accomodate IBS students, should they be returned to the reservation. IBS student body includes non-graded, elementary, junior high and high school students. Following is a listing of schools with

available capacity to handle additional students: DRAFT 26

School	Capacity Available
Many Farms Junior High School	300
Shiprock Junior High School	300
Wingate High School	190
Many Farms High School 1/	240
Gray Hills High School 2/	1,024
Total	2,054

1/Facilities will be available upon transfer of Navajo Community College students to new facilities.

2/This will be the ultimate capacity upon completion of proposed dormitory wing, and housing units for employees.

Navajo Area education personnel stated that these facilities could academically accomodate all IBS students if they were returned to the reservation, ~~and that quarters would be available for teaching personnel.~~

The number and type of facilities at IBS are excessive to the needs of an education facility and especially so when compared to the facilities that exist on the reservation. Following is a tabular summary of comparative statistics on the size and use of facilities at IBS in relation to comparable facilities on the reservation:

Description	IBS	Fort Wingate	Many Farms	Gray Hills 1/
Student capacity	1,500	1,008	1,024	1,024
Student enrollment	1,303	822	800	NA
Average daily attendance	1,297	783	732	NA
Square footage (total)	1,448,279	462,636	509,002	308,847
Dormitories	536,779	217,938	217,224	88,210
Classrooms	198,577	96,560	76,312	72,142
Other	84,323	42,503	41,454	52,655
No of buildings	201	74	97	1
Living space per pupil 2/	412	265	272	NA
Classroom space per pupil 3/	165	123	104	NA

1/School facility is under construction, however it is expected to open in the fall of 1973.
2/Based on enrollment
3/ Based on attendance

As shown in the above, IBS has over twice as many actual buildings as any comparable facility on the reservation and almost three times as much floor space. This size is also reflected in the large amount of living and classroom space per pupil as compared to reservation schools. In addition to sheer size, the types of facilities at IBS are far beyond the needs of an ordinary school. For example, IBS has two separate theater buildings, two gymnasiums, a skating rink, a bowling alley, a swimming pool, two campus shops, an arts and crafts store and an unusually large number of interconnecting hallways. These facilities, for the most part, were built to accomodate the needs of hospital patients and are not necessary to the operation of a normal school. In addition, the grounds at IBS are large enough to accomodate an eighteen hole golf course which was being planned when the facility was abandoned by the Army.

Not all facilities at IBS are used for the education of Navajo children. The Washington Office of Education maintains an Instructional Service Center and Film Library from which film is distributed on a Bureau wide basis. The U.S. Public Health Service, Indian Health Division, also uses facilities at the school for medical and dental services to students. At the time of our review, consideration was being given to providing space for a law and order training facility. The use of IBS for miscellaneous housekeeping functions paralells the decline in enrollment at IBS. From a high 2,150, enrollment has declined to about 1,300 at present, with further decline in prospect. This declining enrollment makes it increasingly difficult to

justify the operation of this facility as an off-reservation boarding school. Furthermore, the justification of the facility for the types of miscellaneous activities listed above also appear questionable in view of the substantial costs that must be incurred to keep the facility operating.

The following table shows a comparison of school staffing and it indicates that IBS has more teachers and other personnel per pupil than either Fort Wingate or Many Farms high schools:

Personnel	IBS	Fort Wingate	Many Farms
Teachers	123	61	63
Dormitory personnel	160	61	48
Administration	22	7	9
Food services	26	16	11
Maintenance	46	24 1/	22 1/
Total	377	169	153
Average daily enrollment	1,303	822	800

1/Maintenance personnel serve both elementary and high schools.

The Number of personnel for Gray Hills High School was not included in the table as staffing had not been completed at the time of our review. Also, the above table included only full time or permanent positions and does not include temporary on Title I positions.

The ratio of students to teachers and total personnel is as follows:

Personnel	IBS	Fort Wingate	Many Farms
Teachers	10.59	13.47	12.69
Dormitory	8.14	13.47	16.66
Total personnel	3.45	4.86	5.22

As indicated in the above tables, Instruction (Teachers), Dorm-

itory operations and plant maintenance account for the larger portion of the differences between the three schools. If IBS were closed it would be possible and probably desirable to move a portion of IBS personnel back to the reservation schools.

The following table presents comparative operating costs per pupil for selected cost categories and total costs at IBS and reservation schools:

Cost Categories	Cost per pupil			
	IBS	Fort Wingate	Many Farms	Gray Hills 1/
Maintenance	$ 467	$ 100	$ 48	$ NA
Administration	297	64	29	NA
Food transportation	447 2/	432	409	NA
Student transportation	40	19	22	NA
Total operating costs	6.1 3/	$ 2.3 3/	$ 2.1 3/	NA
Total cost per pupil	$4.465 4/	$3.161	$2.667	NA

1/School facility is under construction, however it is expected to open in the fall of 1973.

2/Actual food transportation costs at IBS are not accurately presented in this figure, because of the method of allocation. A straight 15% loading charge is added to each requisition to cover all administrative and transportation costs on every shipment, without regard to actual costs. Consequently, the high cost of food transportation at IBS is being partially absorbed by all other schools being served by the food services operation.

3/Cost in millions

4/Based on average daily enrollment

The above table demonstrates that maintenance costs at IBS are over four times as high as at any comparable reservation school. The major reason for this difference is attributable to the size and diversity of the facilities at IBS.

Administrative costs at IBS are abnormally high because many of the support services which are furnished to reservation schools through existing agency offices are not available to IBS because of geographical location in relation to the reservation. Consequently, IBS has had to establish individual branch offices to provide those services which are not available. Examples of these services are: The Student Placement Office, The Personnel Office, and the Property and Supply Office.

Transportation costs at IBS are unavoidably high. This is because IBS is over 600 miles from its base of supply. Most food is shipped to IBS from the Gallup Supply Center, Gallup, New Mexico. All students are transported by bus from the reservation to IBS and return at least once a year. Thus, this type of transportation expense is substantially higher than would be the case on the reservation.

Based on total operating cost per pupil as shown above, the Navajo Area Office could save between 1.6 and 2.3 million dollars per year by closing IBS and transferring the students and applicable personnel and equipment back to the reservation, shown as follows:

School	Cost per Pupil		Cost difference X No. of students	Range of Potential Savings
IBS	$4,465	$4,465		
Fort Wingate	3,161			
Many Farms		2,667		
Difference:				
Fort Wingate	$1,304		$1,304 x 1,300	$1,695,000
Many Farms		$1,798	$1,798 x 1,300	$2,337,400

Actual savings cannot be exactly determined because it is not known which school the students might attend on the reservation,

of if they would attend public schools. The range in potential savings would be affected also by the amount of additional administrative costs necessary to operate the reservation schools at full capacity. A decision to close IBS would not only save money on the IBS operation but it would also help reduce operating costs per pupil, and improve the effectiveness of the facilities on the reservation, by permitting the schools to operate at designed capacities. However, as pointed out by Area Education personnel, even if unused facilities were not available on the reservation, a completely new education facility could be built on the reservation (or anywhere for that matter) and completely paid for in about five years with the excess operating costs that are now being spent at IBS. (The Gray Hills High now nearing completion will cost about 7.8 million dollars) The estimated replacement cost of IBS is about 24 million dollars.

In examining the content of courses offered at IBS we could find nothing unique which could not be offered at another location. We were advised by IBS personnel that parents of IBS children like the school because it offers excellent vocational courses. However, personnel at the Area education office in Window Rock indicated that the courses offered at IBS could just as easily be offered at reservation schools. If necessary, additional vocational facilities could be constructed or added to present school facilities.

Recommendations
We recommend that:

1. BIA close IBS and transfer the students and applicable supporting services, equipment and personnel to education facilities on the reservation that are not presently fully utilized.

DRAFT

2. BIA return the IBS facility to GSA as excess real property for disposition in accordance with Federal Property Management Regulations. 32

APPENDIX A

STAFF ANALYSIS: INTERMOUNTAIN SCHOOL

A Report
by
Division of Educational Planning and Development
Indian Education Resources Center

Dr. Henry H. Rosenbluth

MARCH 6, 1973

United States Department of the Interior
BUREAU OF INDIAN AFFAIRS
OFFICE OF EDUCATION PROGRAMS
Indian Education Resources Center
P.O. BOX 1788
ALBUQUERQUE, NEW MEXICO 87103

IN REPLY REFER TO:

March 6, 1973

Memorandum

To : Area Director, Navajo Area Office
Attn: Assistant Area Director - Education

From : Acting Chief, Division of Educational Planning & Dev.

Subject: Staff Analysis - Intermountain School

I am pleased to submit the enclosed report on staffing to serve as resource information for planning next year's program at Intermountain Boarding School.

By a review of staff evaluation data and in conferences with school administrators and student leaders, I sought to examine the program both in terms of the quality of educational effort and fiscal support.

Previous surveys have already analyzed the financial investment at Intermountain and the figures are high. Cost for plant operations alone, if calculated on a per pupil basis, almost matches the average amount spent in the United States for educating a day school student. This is even more excessive in view of the fact that Intermountain has been frequently declared substandard as a secondary school facility.

Furthermore, the present size of the Intermountain staff (instructional and non-instructional) per enrolled student exceeds either Bureau or other national ratios. This very large staff could be justified only if a high degree of student academic success could be demonstrated.

As noted in the January 20 memorandum to the Area Director, Navajo Area Office, the report will consider the following areas:

1. Analysis of personal services in terms of the present educational program.

2. Appraisal of staff utilization and effectiveness.

3. Observations and recommendations consistent with a reduced enrollment.

The report is not an in-depth study of the complete instructional program. It makes no attempt to assess faculty competence nor appraise administrative practices in all aspects of school management.

Decisions regarding the staffing at Intermountain should be formulated realistically. If the program has succeeded in achieving the prescribed educational goals of the Navajo community, then perhaps serious thought should be given to maintaining the status quo. Hopefully, emotional reactions and other pressures will be subordinated to the best interests of the Indian students.

1. Analysis of personal services in terms of the present educational program.

   a. The January 5 faculty roster reported a total of 342 employees under the 1740 budget account. This figure included all staff except Title I (PL 89-10) personnel (approximately 40 positions). Maintenance staff has been listed as 46 positions. A conservative figure would be in excess of 420 persons employed at the Intermountain Boarding School.

   Excluding the staff not directly involved in the instructional program (Food Services and Maintenance), two prime areas remain: Instructional staff, including administration and dormitory personnel. Although the dormitory program has an important role in training students, the prime responsibility for the educational programs rests with the instructional staff. There are 137 people (1740) identified as teachers and 12 people with teaching responsibilities under Title I (89-10). Of the entire staff, approximately 150 people function as teachers with regular instructional duties, an average of one teacher to seven students. Administrators or supervisors are not counted in this category.

   The foregoing figures were based upon data furnished by the school. There is no clear indication of precise teaching responsibilities. It is the perogative of the administrator to deploy his staff as the necessity arises.

   b. The January 24 enrollment reported the following numbers per grade:

Seniors	-	221
Juniors	-	249
Sophomores	-	253
Freshmen	-	275
Jr. High	-	86
Post High	-	8
TOTAL	-	1,092

There has been a 20 percent decline in enrollment since the beginning of the school year in September. It would be important to determine what caused this change, and whether or not the program or instructional methods were contributing factors.

c. The present program at Intermountain is traditionally organized, with little opportunity for students to study areas beyond the prescribed courses. The abundant staff could be used as resource people for courses of greater interest and challenge. Students who aspire to college are presently unable to obtain courses in advanced science, mathematics or foreign languages. Staff resources should be organized to provide these opportunities through special conference time as part of a program of independent studies. If this is impossible, either due to lack of experience of personnel or organization of the schedule, then students should be transported to neighboring institutions which are competent to provide such services.

d. The vocational-technical programs have usually served to provide manual arts training for students who lack motivation for academic courses. The expenditure for maintaining this is generally high since equipment and facilities are costly and enrollments must be minimal.

There is always a need for skilled artisans, but a number of questions should be raised concerning the economics of providing this type of training at Intermountain:

1. What is the cost of training a pupil in a vocational-technical skill?

2. What level of competence can the pupil reach in this field?

3. What opportunities for employment exist in this skill area?

4. What is the number of pupils actually working on jobs learned at Intermountain?

2. Appraisal of Staff Utilization and Effectiveness.

A careful review of departmental schedules and evaluative criteria for individual staff members provided a general idea of the scope of the program and the preparation of staff. Although data for the full complement of staff was not made available, approximately 50 percent were analyzed.

The analysis did not seek to measure competence of instruction in terms of student performance and achievement, since such data were not available. It would be expected, however, that a large instructional staff such as that of Intermountain would provide a variety of experiential backgrounds and offer a wealth of resources to enrich the total program.

From the data on individual staff members it is apparent that, in fact, most of the staff obtained their professional education at local colleges and universities. Although the program at Intermountain is primarily secondary, a considerable portion of the staff have elementary school orientation, with fragmented course work on the secondary level, not necessarily related to their teaching assignments. This condition must have a definite bearing on the quality of the instructional program.

The needs of a comprehensive high school demand that staff be thoroughly prepared in its teaching assignments. Students who have specific interests in career goals are entitled to the best instruction available. This is even more important for those whose ideas about future opportunities have not yet crystallized. Student disinterest in academics and lack of motivation can often be traced to a shallow presentation of course work.

I have analyzed the staff preparation of the science department as an example of the type of staff qualifications found at Intermountain. Without casting aspersions on any one department of the school to the exclusion of others, it is necessary to stress the importance of assembling a qualified staff. A view of the science course offerings indicates that very few science subjects are taught in comparison to the typical comprehensive high school. This may be explicable in many ways: lack of student interest, lack of student ability, or a desire to place greater emphasis on the vocation-technical areas. Whatever the reasons, the fact remains that fewer than ten students are listed for high school chemistry and no physics course is offered.

A close look at the science staff might offer some clues to the reason for this condition to exist in a school of over 1000 students. None of the staff instructing in science has earned a Masters degree. Only one teacher majored in a science area as an undergraduate. Additionally, the teacher supervisor in science lacks either educational background or teaching experience in the field.

Student leaders at Intermountain are very supportive of the school. They express themselves as satisfied with administration-student relations, and have confidence inthe school's leadership. Their greatest concern was with the archaic techniques of a portion of the teaching staff. All of them expressed strong desires to receive an education which would equip them for professional careers rather than vocational pursuits.

3. Observations and recommendations consistent with a modified school enrollment.

It is apparent that Intermountain Boarding School is very costly to operate. Budget figures indicate that the per pupil cost is more than $4,500.

Although the administration of the school has introduced new courses and has improved student morale considerably, there is little justification for developing the program further. The school has basically a high school curriculum with an over balance of vocational-technical courses. The continued decline in enrollment would require a re-evaluation of the entire organization of the school.

Should the enrollment of Intermountain decline below 1000 pupils for FY 74, with a continued drop in the next few years, a phase-out plan should be considered.

Fiscal Year 74

School Year 73-74:

1. Grades 7-9 to be discontinued
2. Grades 10,11, 12 to be continued

700 Enrollment

Suggested Staffing (Administrative)

Superintendent
Principal
Assistant Principal
Guidance Director
Cafeteria Director
Psychologist
Nurse
Coordinator of Student Activities
Coordinator of Instructional Materials
Speech Therapist
Academic Supervisor
Voc-Tech Supervisor

For fiscal year 74 the plant operations, food services and dormitory programs would continue unchanged.

The remainder of the instructional and clerical staff would be selected by the superintendent and his staff based on a budget of $1,500 per pupil, using a 1,000 enrollment figure. The $1,500 figure is one and a half times the national average per pupil cost.

Fiscal Year 75

School Year 74-75:

1. Grade 10 to be discontinued
2. Grades 11, 12, to be continued

500 Enrollment

Suggested staffing (administrative) to be maintained as per fiscal year 74. For fiscal year 75, the plant operations would continue unchanged but the food services and dormitory program would be modified.

The remainder of the instructional and clerical staff would be selected by the superintendent and his staff based on a budget of $1,500 per pupil using a 750 enrollment figure.

Fiscal Year 76

School Year 75-76:

1. Grade 11 to be discontinued
2. Grade 12 to be continued

250 Enrollment

Suggested Staffing (Administrative)

Principal
Assistant Principal
Guidance Director
Cafeteria Director
Nurse
Coordinator of Student Activities
Speech Therapist
Academic Supervisor
Voc-Tech Supervisor

For fiscal year 76 plant operations, food service and dormitory programs would be modified.

The remainder of the instructional and clerical staff would be selected by the principal and his staff based on a budget of $1,500 per pupil using a 500 enrollment figure.

Henry H. Rosenbluth

APPROVED:

_____

Acting Administrator
Indian Education Resources Center

3/ Based on attendance

APPENDIX A

PLANS FOR INTERMOUNTAIN SCHOOL

A Memo from the Assistant Area Director (Education)
NAVAJO AREA
to all Employees, Intermountain School

NAVAJO AREA OFFICE
WINDOW ROCK, ARIZONA

MARCH 29, 1973

Navajo Area Office
Window Rock, Navajo Nation, Arizona 86515

MAR 29 1973

Memorandum

To: All Employees, Intermountain School

From: Assistant Area Director (Education) file

Subject: Plans for Intermountain School

The following factors were taken into consideration in making plans for Intermountain School:

1. Enrollment has steadily decreased in the last three years in Navajo Bureau of Indian Affairs schools on the reservation and at Intermountain School.

2. There are some 3,000 vacant seats in Navajo BIA schools.

3. Grey Hill High School will open the next school year, enrolling a maximum of 300 ninth graders. All ninth graders next year can be accommodated in the three high schools and the junior high schools on the reservation and in the bordertown dormitories.

4. The cost of educating a student at Intermountain is about double that to educate a student on the reservation. The recent auditors' report points this out and recommends closing the school.

5. Restricted financial allocations to Navajo Area.

6. The joint Bureau of Indian Affairs-Navajo Tribal Council Navajo Education Policy Statements of 1961 states as the first policy objective "To provide educational opportunities for Navajo children on the reservation from beginners through twelve". It also states as the third policy "To use present off-reservation education facilities for Navajo youth as long as the need exists".

7. The Interagency School Board at its recent meeting at Intermountain agreed to the plans for Intermountain as listed herein.

As indicated in the above tables, Instruction (Teachers), Dorm-

Authorized enrollment there next year will be set at 800. It is the present plan to enroll only returnees. Staffing will be according to the 800 enrolled and the needs of the returnees. The Branch of Personnel will handle personnel procedures such as reassignments.

The Washington Office will study the following alternatives:

1. The need for the present plant to serve other Indian Tribes.

2. The need to establish special programs such as a post-vocational program.

3. The need for the facility to be used by other government agencies.

A recommendation on the above alternatives will be forthcoming when the study is completed. Of course, any employee who might be affected by any of the possible alternatives will be fully protected by Civil Service regulations.

Albert D. Tucker

ACTING Assistant Area Director (Education)

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APPENDIX B

INTERMOUNTAIN EVALUATION TASK FORCE

(A Brief Description of the Project)

INTERMOUNTAIN EVALUATION TASK FORCE

Marvin L. Franklin
Special Assistant to the Secretary of Interior
for
Indian Affairs

James E. Hawkins, Director
Office of Education Programs

William J. Benham, Administrator
Indian Education Resources Center

Thomas R. Hopkins, Chief
Division of Evaluation and Program Review

BUREAU OF INDIAN AFFAIRS
Office of Education Programs
1951 Constitution Avenue, NW
Washington, D. C. 20242

APRIL 25, 1973

INTERMOUNTAIN EVALUATION TASK FORCE

The Intermountain Evaluation Task Force has been assigned the job of providing valid information concerning the future role of the Intermountain facility.* Within the following three alternatives, the Task Force is to review and investigate the need and feasibility of the Intermountain facility as a:

(1) Secondary school for Indian children from tribal groups other than Navajo;

(2) Facility for other than elementary or secondary education, i.e., a post-secondary technical-vocational school,

(3) Facility for non-Bureau purposes.

The information developed as a result of the Task Force activity will be provided to a host of decision-makers who will use it in deciding the future role of the facility. In this respect, the Task Force is a provider of valid information and is not and cannot act in a decision-making capacity. Decisions regarding Intermountain will be made by officials who have this responsibility.

Within the scope of the above-mentioned alternatives, the general approach of the Task Force will be characterized by objective,

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*The Task Force assignment was formalized in a memo from Deputy Assistant Secretary of the Interior, William Rogers, to Director of Education Programs for the Bureau, James E. Hawkins. See Appendix A regarding this memo.

open minded inquiry in order to provide the most reliable and factual information possible. The final report will present findings in the form of options from which decision-makers may be selective.

The work of the Task Force is to be National in scope. This means that the three alternatives will be explored from a National student needs assessment perspective. All Regional or Area Offices of the Bureau of Indian Affairs will be asked to cooperate in the work to the extent that they can provide the types of information that relate to student needs in their particular jurisdiction.

It is important to stress that the feasibility aspect of the work will be basic. Educators throughout the Nation are being asked to be accountable for their work. Therefore, the accountability factor will be related to feasibility, which in turn will relate to cost-effectiveness. The various options presented in the final report will have an estimated cost-effectiveness factor.

There are available throughout the BIA, colleges and universities data reflecting assessments of the educational needs of Indian students. These extant works will provide a strong base from which to determine the possibility and desirability of developing new data to feed into the analysis process of the work of the Task Force.

It is possible that the extant data will be sufficient to carry the Task Force work through to completion. However, in case there are serious gaps in the available needs assessment data, developmental tasks related to the assignment will have to be undertaken. It is not anticipated that this will be extensive.

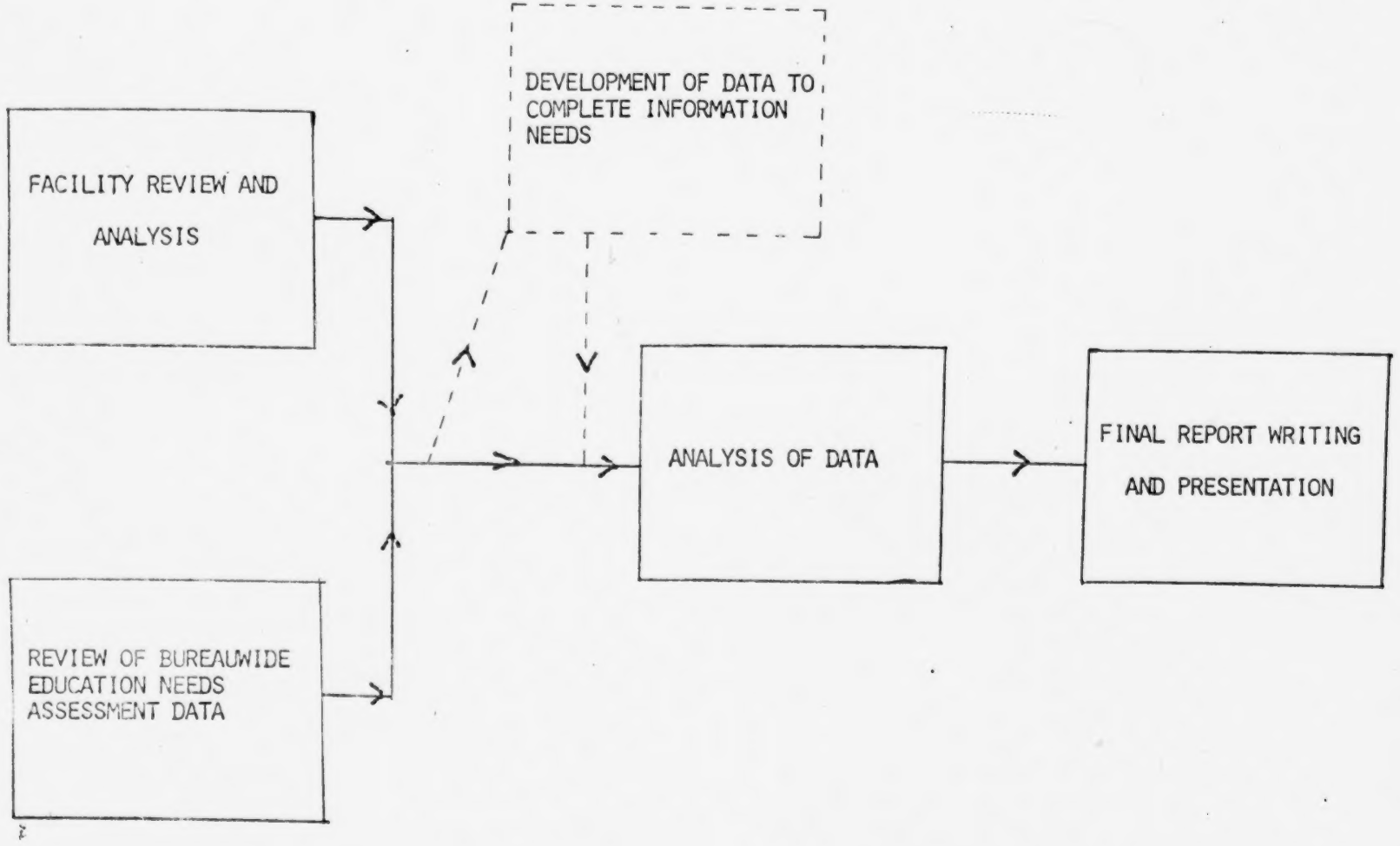
As is frequently the case, the element of time regarding the Task Force is crucial. The final report is due on June 1, 1973. This represents a powerful influence on the entire Task Force work and it should be understood that developmental work could be influenced by it.

The Intermountain facility, its condition, repair, and cost of operating will be a common denominator for all the analytical work required of the Task Force. A thorough and comprehensive technical review of the facility will be one of the first tasks to be accomplished. The relationship of program specifications of the various alternatives to the facility will provide much of the feasibility factor. However, it should be pointed out that the condition and cost of the facility is not the only element in the analysis of feasibility.

In planning the work of the assignment, the Task Force visited the campus of Intermountain School on April 19 and 20. Many helpful suggestions were made by the School Superintendent, Brigham City officials, Utah Congressional delegation representatives, staff and students. These comments and suggestions were very appropriate inasmuch as the Task Force planning process has been augmented by their assistance. A copy of a press release relative to this visit is contained in Appendix B.

For the remainder of the project, requests for information should be addressed to the Director of Education Programs, BIA, Washington, D.C., 20242.

INTERDOMAIN EVALUATION TASK FORCE FLOW CHART


DEVELOPMENT OF DATA TO COMPLETE INFORMATION NEEDS
FACILITY REVIEW AND ANALYSIS
REVIEW OF BUREAUWIDE EDUCATION NEEDS ASSESSMENT DATA
ANALYSIS OF DATA
FINAL REPORT WRITING AND PRESENTATION

The Flow Chart indicates that the comprehensive review of the facility and the review of Bureau-wide needs assessment data will be started simultaneously. The early results of these two steps should indicate what, if any, developmental work will be needed in order to meet the requirements of the assignment. The developmental work step is shown in a broken line box which indicates the tentative or possible nature of this work.

It should also be noted that each step in the flow chart will be developed in depth. What is contained in this brief paper is only enough information to provide the reader with the general idea of the work of the Task Force. If one wishes more information concerning the project, they should contact the Director of Education Programs of the BIA.

APPENDIX A

United States Department of the Interior

OFFICE OF THE SECRETARY
WASHINGTON, D.C. 20240

APR 1 0 1973

Memorandum

To: Director of Education Programs
Bureau of Indian Affairs

From: Deputy Assistant
Secretary of the Interior

Subject: Intermountain Assessment

As you are aware, the Navajo Area Office has decided to phase out Navajo students at Intermountain School. This action, however, is taken because of the availability of facilities on the Navajo Reservation for high school age children; and it has long been the policy of the Bureau to send children to school as close to home as possible.

The future of Intermountain as an Indian school must be reassessed Please form an evaluation task force to review it; list the following alternatives:

(1) The need for Intermountain as a secondary school for Indian children from other tribal groups.
(2) The need for Intermountain as a facility for other than elementary or secondary education, i.e., a post-secondary technical vocational school.
(3) The possible utilization of the facility for non-Bureau purposes.

In reviewing the above alternatives, please indicate the budgetary implications of alternatives (1) and (2).

Please have a report ready for me by June 1, 1973.

W E Morgan

APPENDIX B

Intermountain School
Brigham City, Utah

April 19, 1973

PRESS RELEASE

Mr. Marvin Franklin, Special Assistant to the Secretary of Interior for Indian Affairs has asked the Washington Office of Education Programs of the Bureau of Indian Affairs to form an evaluation Task Force concerning the future of Intermountain Indian School. The Task Force has been asked to assess the need and feasibility of Intermountain as a:

(a) Secondary school for Indian youth from tribal groups other than Navajo; (b) school for purposes other than elementary or secondary education; and (c) as a non-BIA facility.

James E. Hawkins, Director of Education Programs, in looking into the Intermountain situation was careful to select professional evaluators who have broad experience in Indian education. The Task Force is comprised of Dr. Thomas R. Hopkins, Chief of the Evaluation Division, Dr. Paul Streiff and Dr. Eugene Leitka, Research and Evaluation Specialists. The Task Force will be on campus Thursday and Friday on a fact-finding visit. They will complete their work and make a report to Mr. Franklin, Mr. Hawkins and Interior Department officials by June 1.

APPENDIX C

PRELIMINARY REPORT
EVALUATION TASK FORCE VISIT TO
INTERMOUNTAIN BOARDING SCHOOL

April 19 - 20, 1973

Division of Evaluation and Program Review
Indian Education Resources Center
Albuquerque, New Mexico 87103

PRELIMINARY REPORT
EVALUATION TASK FORCE VISIT
INTERMOUNTAIN BOARDING SCHOOL
April 19-20, 1973

This report consists of a general coverage of the first fact-finding visit which resulted in meetings with the school administrative personnel, staff, the town council, members of Chamber of Commerce of Brigham City and representatives from the offices of Utah's Congressional delegation. The general format for the meetings was prearranged by the school administration. The visit culminated with a brief and general tour of the school plant.

Dr. Thomas R. Hopkins, Chairman of the Task Force, provided a descriptive review of the formation of the Task Force. It was explained that Mr. Marvin Franklin, Special Assistant to the Secretary of Interior for Indian Affairs, requested the formation of the Task Force to evaluate the feasibility of a program change at Intermountain.

This assessment activity was generated by a decision of the Navajo Tribe and Area Office to eventually phase out the educational program for Navajos at Intermountain. The Task Force assessment is to find feasible means to convert the facilities to anyone of the three alternatives as given here: (1) Secondary school for Indian youth from tribal groups other than Navajo, (2) School for purposes other than elementary or secondary education, and (3) as a non-BIA facility.

The major part of the visit was given to listening and recording the presentations contributed by interested parties. The following documentation provides a general overview of those presentations. Newspaper accounts of the Task Force visit and a position paper by the Superintendent are appended.

Mr. Zundel: Mayor of Brigham City

Since the inception of Intermountain School, some 24 years ago, there have been threats to close IBS nearly every year. It has been claimed that the reasons were:

(1) Distance of school from homes of students,
(2) Parents wanted children near home,
(3) Cost disparity of educating students compared to that of those schools on the reservation.

The citizens of Brigham City and the State of Utah do not place dollar value on educationso we hope that it will not be because of money that IBS will be phased out. The community has been very close to the school since Dr. Boyce, first Superintendent, established a good relationship between the school and the town.

Just recently, several responsible people from our city visited the Navajo reservation and found that parents want their children to come to IBS. We also found out that many school facilities were built on the reservation without prior approval of the Navajo People. These are the reasons they cannot fill those vacant seats in those new schools. The socialization aspect of the young Indians' education here at IBS cannot be measured in dollars and cents. There are somethings they cannot get on the reservation:

Mr. Thomas Tomaney: Former Superintendent (Retired):

The Indian service has produced a group of well educated Indian People dedicated to Indian education. Many of our leaders in education today are products of schools such as IBS.

The facilities at IBS are estimated to be worth approximately 50 to 75 million dollars. How can anyone replace such a plant? The vocational equipment here at IBS is still useable.

Mr. Bruce Perry: Governor's Representative 55

The State Government has no direct funds in IBS but we have allocated $150,000 for San Juan County for various purposes to be used for Indian People. The school has been well accepted by Navajo People and the facilities must be maintained for Indian People. The Governor's Office will concur with whatever the Navajo Tribe decides to do about their students.

Mr. John Martin: Navajo Tribal Representative

For years, the tribe has received various complaints or reports about the Navajo youth at Intermountain. We have our view points about IBS, but our recent decisions were not based solely on those allegations against Intermountain.

The council became concerned over the allegations and formed a Tribal Task Force. This Task Force will be reporting their findings on Intermountain to the Council in May 1973.

Some of the reports seem to indicate that Indian students were not welcome and were made to feel uneasy or felt like they were suspected in the town of Brigham City. I must stress though, these kinds of problems have not been the sole reasons for decisions to phase out IBS. The Phase out has been discussed many times. It seems that everything points to this phase out. These are some of the reasons:

(1) There has been a decrease in enrollments in boarding schools on the reservation.

(2) There have been increases in enrollments in public, mission schools and placement programs. This trend has been evident since 1958.

(3) On-reservation schools must be filled first.

(4) Approximately 4,000 seats are vacant in reservation schools. 56

(5) The tribal policy has been to retain students near their home.

(6) New school facilities are being constructed on the reservation to bring home the students.

(7) Off-reservation schools were established for temporary purposes and they very effectively served their purposes. We now have schools to serve most of our youth on the reservation.

(8) There have been reports of inefficiency in the administration but the heavier factors have been the policy to bring home students to the reservation to fill vacant seats.

(9) As an academic school for Navajos, we are certain we will phase out IBS.

(10) Very low numbers of college bound students are coming out of Intermountain.

The tribe hopes that the school will continue but not at the elementary or secondary level. It could possibly continue as a vocational training center (vtc). Young Indian adults have been going off to cities to train for skills, why not Intermountain?

The tribe would like to see the school re-gear itself as a vocational training center for dropouts. These facilities should be used for such a program. The tribe has been opposed to sending young Indian children off reservation but would not object to young adults going off to train for a vocation.

The need for boarding schools is nil now but there may be a need sometime in the future, so, we should retain the facilities in some form other than the present one.

Mr. Vincetti: Representative for Senator McKay 57

It is hoped that the facilities will not be wasted. We should consider keeping it as it is. Our office will be interested in the cost-effectiveness of the plant.

Mr. Bob Walthius: Representative for Senator Bennett

Senator Bennett is aware that quite a lot of investment has gone into Intermountain and it should not be wasted. The Senator's Office would like all facts regarding IBS. Students' position should also be considered important.

Henry Douglas: Student Body President

The students wanted to know why IBS was slated to phase out. We were told that word came from Washington, and then it was told that it came from the Navajo Area Office.

I have attended meetings and leadership training programs in various parts of the U.S., but Intermountain has all the facilities that are ideal for these kinds of activities. Students at Intermountain can take a field trip and see more in one day than they could see in one year on the reservation. Here, you can visit factories and other things in a short while, but on the reservation you can only read about these things. The student body has submitted petitions to D.C., because we want to keep it open. I have always felt that going off reservation was a part of learning about things outsi . of your environment and this is what IBS is all about. I feel that reservation people do not want their children coming to IBS because of the bad publicity it has gotten before. We have asked the tribe to come help us with these problems that exist on our campus. We feel it is a mistake to phase out IBS, this will result in higher dropout on the reservation.

Student Representative: Female

I feel the students are the most important factor in this change, but they were not consulted. There are many dropouts all over the reservation that could fill those empty seats back on the reservation. The kind of facilities found here cannot be found back on the reservation.

Student Representative: Male

Phasing out at Intermountain is bad. I came from public school and all I did was get drunk even while I was in the Eighth Grade. IBS has helped me to straighten out. The facilities here cannot be compared with what is on the reservation. Why is it that our parents send us up here and then want us back. Do we get a chance to decide for ourselves? If I stayed on reservation, I couldn't prepare myself for college but by being off reservation, I feel the experiences I have gained will prepare me for college.

Jason Chee: Staff and Alumni

I work in the development of curriculum material center and am a graduate of IBS. I think the Task Force should have had a fourth option that of continuing with the program as it is today. If the cost is so important in running IBS, look at the production of quality of graduates. They are not the militant leaders in the country. IBS picks up three dropouts and trains them for a trade, we have produced three taxpayers. We get our returns for all the money spent on this school.

IBS opened doors for me and I appreciate what it did for me. If there are vacancies on the reservation, why are they still building new schools? Maybe they need to build new roads to get the kids back there to attend those new schools.

Hal Reeder: Staff

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The sentimentality about the students being close to home has little merit. Boarding schools on reservation are just as isolated from their actual homes as they are here at IBS. This bit about going to school near home is a hoax. On the reservation, there are many distractions to keep students out of school. An example, in Gallup, New Mexico, three former Intermountain students were killed; we knew these students personally. These are the kinds of environments they will be exposed to. Our graduates have made tribal leaders, educators and working people for the Indian People and the whole country. IBS has the best reputation among other BIA schools for turning out best trained students. I have personally visited the reservation to follow-up on our students and the parents are sold on Intermountain. I warn the politicians and news people. Reservation schools are in trouble. Enrollments are down at Many Farms, Wingate High School, and others but we are still getting students. We have been told that students were told not to come to Intermountain because they could not go to college from here. The IBS alumni has sent us students and kept up the enrollment. Parents and students should be considered and not the politicians who could gain personal jobs for their friends.

Bob Walthius: Aide to Senator Bennett

Who made the decision to phase out or close IBS? Why can't it stay as it is? Decisions were made and we'd like to know who made them. Look at the fourth option of keeping open as is. Will you recommend that it stay as is in your report?

Jerry Jaeger: Superintendent (Position Paper Attached)

(1) There is a need in Indian education.

(2) Education is the answer to poverty, unemployment, etc.

(3) This is not a time to take away from the Indian People, the education.

(4) Intermountain's physical lab is valued at 30 to 50 million dollars. Why take it away, the Government couldn't replace it.

(5) I say, lets keep it!

Dr. Eugene Leitka

Attachments

IN REPLY REFER TO

UNITED STATES
DEPARTMENT OF THE INTERIOR

61

BUREAU OF INDIAN AFFAIRS
Intermountain School
P. O. Box 345
Brigham City, Utah

April 2, 1973

INTERMOUNTAIN SCHOOL
POSITION PAPER

Intermountain School has since its inception, in the Spring of 1950, had a responsibility of providing an education for young Indian people based on their academic, social and job skill needs. From that date to the present, Intermountain has had to be flexible as needs of Indian youth have been in a constant change necessitating a changing program on the part of Intermountain to keep abreast of those changes and to provide programs which were appropriate for current enrollment. This has necessitated a staff of highly trained people with an ability to create programs from year to year which are responsive to current needs of the students they serve.

Our current program serves the needs of a variety of student abilities and ranging from serving the mentally and physically handicapped to the college bound with emphasis on social skills development, leadership development and job skills development.

Evidence of the current status and quality of our program is pointed out in a letter to the School Superintendent, dated February 26, 1973 from the Utah State Board of Education regarding our recent Northwest Accreditation review which states in part:

1. You are commended on the quality of your school.
2. Course offerings are extensive, varied and designed to meet the needs of the students involved.
3. Pupil personnel services are outstanding.
4. Media services and materials are excellent.
5. Administrative and clerical services are excellent.
6. Student-teacher ratio is very good.

A further evaluation was conducted on the total school program by an evaluation committee on January 7-12, 1973. This evaluation team was composed of Navajo Area BIA personnel (all branches), two members of the Tribal Education Committee, and members of the Interagency School Board. The prefacing comments are attached for your information.

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Prefacing Statements By Evaluation Committee - Jan. 7-12, 1973

"Intermountain School is a well established educational institution. It has served the needs of Navajo youth since January, 1950 when it was established as a Five-year Special Navajo Program school. Students, 13 years of age and over (with no specified age limitation) were to be provided basic academic skills plus vocational training within the five year period. This necessitated providing for a wide range of vocational opportunities in order to accommodate the diverse needs of the students.

As the school population changed, the academic and vocational emphasis were changed. The enrollment of the school today runs the gamut from extreme cases of mentally, physically and emotionally handicapped students to the accelerated college bound.

The administrators of the school are constantly and conscientiously striving to provide a quality education for each youth. This has required continuous study and revision of curricular offerings, of adapting or developing materials suitable for the interest and ability levels of the students and for keeping abreast of new trends in industry and effecting changes as the need was indicated.

The Superintendent has not only sanctioned pilot studies but has encouraged individuals to try out innovative programs in an effort to reach every student. In most cases, the staff has reacted positively to this attitude and the academic and vocational opportunities have been greatly expanded.

Intermountain has the capability and the facilities to offer a wider range of vocations than most Bureau schools. With minimal alterations, the vocational opportunities could be expanded even more. Out-moded and obsolete equipment and machinery would need to be replaced but the quality of the training that the students would receive would not only make them competitive but would give them favor over the normal run of applicants.

With the opening of additional high school facilities on the Reservation and decreased enrollments in BIA schools, it is logical that there will be an insufficient number of students to justify maintaining only a secondary school at Intermountain. There is, however, a vital need for providing the over-age, academically retarded young adults an education so that they can function adequately in this competitive world of work. These students deserve such a chance and Intermountain could provide the opportunity. There is also a need for providing advanced, specialized vocational training at the post-high level. The geographic location of Intermountain alone makes it viable. A wide range of industrial and vocational opportunities can be found in close proximity. Universities and colleges, as well as vocational and technical schools are nearby. One of the most valuable assets is that many former students have established commendable work records and have been elevated to managerial positions and are now recruiting other Navajo students for employment.

With the closing of Roswell, Intermountain could also accommodate married

couples or small family groups on a limited basis. The adults could be trained in a vocation and provided with facility in the English language.

Intermountain has much to offer Navajo students. Whether the students are qualified for high school or are more inclined toward special education groups, staff members at the school are ready and willing to help each student achieve his potential. Regardless of the school population, they will continue in their efforts to provide a quality education for the students."

Considering the recent announcement that the Navajo Area Education Office plans to send only returnee students to Intermountain School in the Fall of 1973, it is necessary to reassess the purpose and future of Intermountain School based on possible service that could or should be provided to other Indian groups.

During the week of March 26th to March 30th a survey was made of agencies serving Indians in the western states. Information compiled by the Intermountain School Placement staff indicates a very high drop out rate among Indian students in regular school programs both public and BIA. People contacted indicate a need for a school to serve this student to meet unique needs for remedial education, social adjustment, drinking, drugs, etc. Of further note, is an expressed opinion by these contacts for vocational or skill center training for the high school drop out or young adult needing retraining for job skills. These contact reports are available for review.

The uniqueness of the Intermountain School facility, staff and program potential, coupled with its location and support of the local community make it ideal for offering special programs to all Indian youth who are experiencing problems with a "standard" curriculum in public and Bureau schools.

The high school drop out and unskilled Indian is presently receiving little attention and opportunity to overcome his lack of training and education. Intermountain has the potential to assist this group, regardless of tribal representation.

The educational and support opportunities that Intermountain School can offer over other similar facilities to educate, train and prepare the high school drop out are beyond the expectations of many people not having firsthand knowledge of the school. The following advantages make Intermountain School exceptional in this case:

1. Intermountain has a total program, including academic, vocational, guidance and counseling, homeliving, recreation and athletics, and Public Health services.

2. On-board classroom experiences with vocational and technical training equipment.

3. A more broadly trained staff (generalist and specialist) that can be more valuable to Indian students in assisting them in reaching their educational development.

4. A Public Health facility on campus to provide medical and to assist with psychological services to students who are in need.

5. Excellent opportunities for student part-time employment in surrounding communities.

6. Excellent opportunities for students on-the-job training in local cities.

7. A sizeable community which is most favorable to having Intermountain School located in its city limits, a City Council which gives the school total support.

   Programs have been worked out with local law enforcement to benefit the young Indian youth and young adults in their rehabilitation from alcohol, drugs, etc.

8. The school location provides excellent exposure to the American way of life and to the world of work.

9. Three universities are within fifty miles of the school, which provide special programs for college bound students.

10. Intermountain School is centrally located within the western states and Indian Country.

11. Available and on-going work experience programs at the Defense Depot, Hill Air Force Base and Western Region Internal Revenue Center could continue to provide valuable on-the-job training closely related to respective vocational training programs offered by the school.

12. Intermountain School has access to surplus equipment, supplies and raw materials. Three large military bases and Geneva Steel are located within a 100 mile radius as well as numerous other industrial and business enterprises.

13. Intermountain can provide a broad vocational offering for small student groups by individual contracts with local area businessmen for training in technical areas not included in our on-campus offerings.

Intermountain has the advantages other boarding schools cannot offer young Indian men and women. The Intermountain plant itself is in good condition, structurally the buildings are in excellent condition. Classrooms are in excellent condition, with proper furnishings. The kitchen and dining room facilities are exceptional after the remodeling which took place two years ago. Dormitory facilities have been completely refurnished during the past school year and provide exceptional and comfortable living quarters for students.

In addition, the Central Office has two training centers located on our

campus which provide direct service to Indian people in educational training. They are:

1. National Indian Training Center operated jointly by the Bureau of Indian Affairs and the U. S. Civil Service Commission.

2. Judicial Prevention and Evaluation Section of Washington Office of Law and Order is establishing a National Indian Police Academy with a potential starting date of May 1, 1973.

With the closing of the Roswell, New Mexico training center, operated jointly by the BIA and Thiokol Chemical Corporation, a void exists in training of young adults in job skills.

RECOMMENDATIONS:

It is recommended that Intermountain School continue to provide a high school curriculum and program in support of the 10th, 11th and 12th grades. The Intermountain School be given approval and opportunity to concentrate its experiences to meeting the needs of the Indian high school drop outs from public schools, mission and boarding schools, that Intermountain School develop its potential for post-high programs to include pre-vocational, advanced vocational, and a skilled center to train the unemployed young Indian adult.

That the potential for Intermountain to become an all-tribal junior college be studied carefully for future planning. Further it is recommended that Intermountain be included as part of the consortium of schools offering special programs off the reservation. These schools include, but may not be limited to, Haskell, Chilocco, S.I.P.I, I.A.I.A.

Of great concern to the administration of Intermountain School are recent evaluations done at the request of Navajo Area Division of Education which were considered on our part superficial and not in the best interest of education for Indian people.

The administration recognizes that current staffing is not in line with current enrollment if only per capita costs are of prime importance. However, as educators it is felt that program evaluation and its effect on Indian youth needs to be of prime concern before dollar figures are applied. Making comparisons on a per pupil cost basis between installations which do not provide the same types of services to the same types of students are unfair and unsound educationally.

One evaluation recently completed, was based on an approximate two hour visit followed by an analysis of some sections of forms from Southwest Accreditation. It is recommended that before such reports are taken at face value, they be discussed in depth with the administration of Intermountain School. Although the author of this report admitted to having limited information available to him, he made strong recommendations which this administration feels are potentially detrimental to Indian Education.

Another area of concern was a report submitted to the Navajo Area Division of Education which was done by Auditors from the Department of the Interior (again non-education) which has done much to provide information to the news media on per pupil costs regardless of services provided.

This report, which has been used as partial justification for the phasing out of the Intermountain School operation, is full of inconsistencies in statistical information and makes educational judgement compared with a "normal" school.

Of particular note was a statement in the report --- "In addition to sheer size, the types of facilities at Intermountain Boarding School are far beyond the needs of an ordinary school. For example Intermountain Boarding School has two separate theater buildings, two gymnasiums, a skating rink, a bowling ally, a swimming pool, two campus shops and crafts store."

It is difficult to imagine that these facilities could be excess to the needs of any school serving disadvantaged youth. The total facility at Intermountain has a real property value of $24,674,476 (1972 print out). This would be a tremendous loss to the Indian people in terms of an educational plant should operation be discontinued. Costs to duplicate this facility due to rising materials and labor costs would in all probability be much higher. This figure does not include furnishings or equipment presently in this facility.

Further cost comparisons were made without taking into consideration support service functions provided at Intermountain which are provided at the agencies on the reservation for schools in their agencies.

Current per pupil costs could be reduced appreciably and would be comparable to any secondary boarding school on the Reservation if we were allowed to pursue enrollment in line with our capacity of 1450 students.

Per pupil costs of this activity based on our current budget and maximum enrollment for the education program would be approximately $3,383. This too could be reduced by an appropriate staffing based on programs in line with projected enrollment. This is a good deal different than the $4,465. figure quoted in the auditors report. This compares with a current per capita cost of $3,161. for Fort Wingate Boarding School which offers a traditional college preparatory program.

These evaluations need to be analyzed in depth by the Task Force which is coming to Intermountain School to insure that Indian Education will not suffer as a result of poorly informed people.

There are differences in the ways and means of helping your Indian people who experience physical, emotional, social, mental, and academic problems. Schools with narrow fields are unable to reach the potential high school drop out, the high school drop out, or the problem student and underachiever. The Intermountain School facility has the capabilities to offer assistance to the total person (student) who normally cannot be helped or assisted in the regular high school programs.

Intermountain is prepared to change its role and programs to meet needs of Indian young people. The school has a history of adaptability and change. Ideas have been formulated and we feel our direction is clear. We would appreciate the opportunity to discuss these ideas and potential programs at the earliest possible moment.

Jerry L. Jaeger
School Superintendent

Intermountain School
Brigham City, Utah

April 19, 1973

PRESS RELEASE

Mr. Marvin Franklin, Special Assistant to the Secretary of Interior for Indian Affairs has asked the Washington Office of Education Programs of the Bureau of Indian Affairs to form an evaluation Task Force concerning the future of Intermountain Indian School. The Task Force has been asked to assess the need and feasibility of Intermountain as a:

(a) Secondary school for Indian youth from tribal groups other than Navajo; (b) school for purposes other than elementary or secondary education; and (c) as a non-BIA facility.

James E. Hawkins, Director of Education Programs, in looking into the Intermountain situation was careful to select professional evaluators who have broad experience in Indian education. The Task Force is comprised of Dr. Thomas R. Hopkins, Chief of the Evaluation Division, Dr. Paul Streiff and Dr. Eugene Leitha, Research and Evaluation Specialists. The Task Force will be on campus Thursday and Friday on a fact-finding visit. They will complete their work and make a report to Mr. Franklin, Mr. Hawkins and Interior Department officials by June 1.

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The following possibly copyrighted clippings were deleted:

DESERET NEWS, THURSDAY, APRIL 19, 1973

School probe begins

Deseret News Washington Bureau

p 69

Navajo school: to keep or ...

Deaths
Action Ads

FRIDAY, APRIL 20, 1973
DESERET NEWS

1 E

p 70

B 4 The Salt Lake Tribune, Friday, April 20, 1973

Group Studies Indian School

p. 71

APPENDIX C

TASK FORCE ASSIGNMENTS

Division of Evaluation and Program Review
Indian Education Resources Center
Albuquerque, New Mexico 87103

MAY 1, 1973

United States Department of the Interior 73
BUREAU OF INDIAN AFFAIRS
OFFICE OF EDUCATION PROGRAMS
INDIAN EDUCATION RESOURCES CENTER
P.O. BOX 1788
ALBUQUERQUE, NEW MEXICO 87103

IN REPLY REFER TO:
Evaluation and Program Review

MAY 01 1973

Memorandum

To: Intermountain Task Force Members

From: Chief, Division of Evaluation & Program Review

Subject: Task Force Assignments

The following assignments have been made to Indian Education Resources Center personnel concerning the Intermountain Evaluation Task Force:

(1) Dr. Eugene Leitka is to handle the entire facilities review and will go to Brigham City on May 1 to stay as long as is necessary. The total report is due May 15th.

(2) Mr. Lloyd Watkins of School Facilities is handling the equipment review which is a part of the facilities assignment. He, too, will be in Brigham City on May 1 to start on this task.

(3) A team from Plant Design and Construction will handle the technical assessment of the facilities review. It should be noted that in the entire assessment, program content is not used, therefore, it is in a very strict sense a technical review of the facility.

(4) Mr. Charles Burnett is working on hard enrollment data concerning a Bureau-wide off-reservation boarding schools. He is getting the data from School Facilities and from past annual reports that Areas have submitted to Washington.

(5) Dr. Henry Rosenbluth is working on matters specifically from Haskell and S.I.P.I. He should coordinate his work with Mrs. Bauer.

(6) Mrs. Evelyn Bauer is working on the Program Aspect of Alternative Two pertaining to Post Secondary Education, Vocational-Technical. She will include the Junior College movement among Indian Tribes.

(7) Total Bureau capacity at Secondary level, the vocational education, and the AVT program. Combination of these factors should provide a rather broad base which can be used for comparative purposes.

(8) Paul Streiff is working on the Bureau-wide Policy and Goals material relative to Alternative One, Non-Navajo Secondary Education.

Dr. Streiff is developing the details of this, but it should include some reference to the total curriculum capability of ORES.

The non-Bureau use of this facility will be preserved primarily for the Task Force which will use its combined existence to figure this one out. Dr. Streiff is doing some preliminary work on it. This should be brief.

The technical reports for the Task Force activity will be completed on or before May 15. The Task Force will begin deliberating as soon as thereafter as possible and should have a preliminary draft of the Task Force report ready by Friday, May 25. It is also possible that the Task Force will make one more visit to the campus for purposes of gathering data that has been overlooked in the cross of the technical reports.

Thomas R. Hopkins

Thomas R. Hopkins, Ed.D.

cc:

Dr. Paul R. Streiff
Dr. Eugene Leitka
Mr. John Carmody
Mr. James Hawkins
Mr. Bob Dudley
Ms. Evelyn Bauer
Ms. Marie Monsen

APPENDIX C

INTERMOUNTAIN TASK FORCE PROGRESS REPORT

Division of Evaluation and Program Review
Indian Education Resources Center
Albuquerque, New Mexico 87103

MAY 9, 1973

United States Department of the Interior
BUREAU OF INDIAN AFFAIRS
OFFICE OF EDUCATION PROGRAMS
INDIAN EDUCATION RESOURCES CENTER
P.O. BOX 1788
ALBUQUERQUE, NEW MEXICO 87103

IN REPLY REFER TO
Evaluation & Program Review

MAY 09 1973

Memorandum

To: Director, Office of Education Programs
Through: Administrator, Indian Education Resources Center

From: Chief, Division of Evaluation and Program Review

Subject: Intermountain Task Force Progress Report

Attached, hereto, is a report from Dr. Eugene Leitka pertaining to an assessment of the Intermountain facility. Also, a memorandum outlining assignments to various Specialists is attached. The project is taking shape and should provide some very comprehensive information relative to the decisions to be made. You will be kept informed of activities as they unfold. Of course, your reactions and comments to all developments are sincerely solicited.

Thomas R. Hopkins

Attachments

Noted:

Administrator, Indian Education Resources Center Date: 5/9/73

INTERMOUNTAIN EVALUATION TASK FORCE
FACILITY ANALYSIS

This is a report of an evaluation activity at Intermountain Boarding School in Brigham City, Utah during the week of May 2 through May 4, 1973. A team of five evaluators arrived on May 2 and engaged in a scheduled meeting with Dr. Jerry Jaeger, Superintendent of Intermountain and the Plant Management Department Head, Mr. McNary. The primary purpose of the meeting was to map out a plan, by which, we as a team, would evaluate the facilities at Intermountain. It was decided that we could better perform the evaluation if we utilized a two team approach rather than having one group performing the same function and thereby losing valuable time. Mr. Lloyd Watkins, equipment specialist took on the task of evaluating the instructional and other school equipment in the buildings. The second team, which was to evaluate the structures, consisted of Mr. Gordon Dosl, Mr. Joe Maestas and Mr. Jim Harvey. This team was joined by Mr. McNary of Intermountain who has intimate knowledge of all the facilities on the campus.

Vocational Emphasis

It was agreed that emphasis of the evaluation would be placed on the structures, equipment and materials supporting the vocational aspect of Intermountain program. In essence, this meant that every building and equipment in the vocational program was to be evaluated in terms of its present condition and an estimate of the approximate

cost involved in repairs (minor or major) and replacement to update any obsolete equipment. The conditions of the majority of the classrooms and dormitories were similar in nature that only a random sampling were thought to be sufficient. This method excluded the development of a report on those buildings that were in good condition. To develop a report on all structures on the campus would become voluminous and most of the content would become redundant. For those reasons, it was decided that only the discrepancies would be noted in the evaluation report.

Findings

The findings are to be presented to the Office of Program Evaluation by May 15, 1973. The team reports will provide information in two major categories: (1) those structures or equipment in need of minor repairs and (2) those structures or equipment in need of major repairs or replacement. A summary report of the team's findings are to culminate this evaluation activity.

Gene Leitka

May 8, 1973

APPENDIX C

INTERMOUNTAIN TASK FORCE VISIT TO BRIGHAM CITY

MAY 15-16, 1973

INDIAN EDUCATION RESOURCES CENTER

Evaluation & Program Review

MAY 24 1973

Memorandum

To: Director of Education Programs
Through: Administrator, Indian Education Resources Center

From: Chief, Division of Evaluation and Program Review

Subject: Intermountain Task Force Visit to Brigham City, May 15-16

Myself and Dr. Eugene Leitka traveled to the Intermountain Indian High School campus and were there at the above-mentioned times to explore with the staff their contributions to Option Two of the Task Force Assignment. Option Two pertains to the use of the facility for other than elementary and secondary education, a post secondary technical vocational school.

The vocational shop personnel met with us on the afternoon of May 15. They provided a summary of their statements and indicated that they had already done considerable work for developing post secondary vocational curriculum. I was interested to learn they already have post graduate students enrolled for the 1972-73 School Year. On the morning of May 16, we met with the academic staff, and on the afternoon of this day, we met with the guidance-dormitory staff.

My summary impression of this visit clearly reflects that the staff has already done considerable work in developing post secondary courses. Much of their high school offerings are on a basic education level and would require only a minimum of modification to relate to vocational education. There was an overwhelming expression of desire to change in order to meet post high school vocational technical needs. Appropriate summaries will be selected for inclusion in the Appendix of the final report.

Tom R. Hopkins

Thomas R. Hopkins

NOTED:

Darren I. Tiffany

Acting ADMINISTRATOR, INDIAN EDUCATION RESOURCES CENTER DATE: MAY 30 1973

surname
chrony 500
chrony IERC
THOPKINS:rga 5/24/73

INTERMOUNTAIN SCHOOL
Position Paper

BACKGROUND: Intermountain School was organized for young Navajos 15 years of age or over, non-English speaking with little or no formal education. The special program was followed for 15 years of the school's history. This program was oriented toward minimum education and included vocational training. Teachers were all qualified in elementary education. The school program changed to an elementary and junior high program and then into a high school program, gaining accreditation in 1962 and re-accredited in 1972. During this time, the academic faculty has had to adjust to and develop many new programs. At one point, since most of the faculty, supervisors and teachers were elementary, they had to be retrained as secondary teachers and supervisors. Today, all but 10 of the 80 academic staff members are civil service qualified. This is contrary to the report submitted by an evaluator from the Albuquerque Office of Program Review.

KEY POINT #1: Since the faculty members of Intermountain School have faced many extensive program adjustments and each time found motivation and stimulation through their involvement in the change, a high degree of readiness, skill, and knowhow presently exists that will serve the cause well should they be called upon to realign the curriculum.

KEY POINT #2: Experience has shown us that a person trained solely in secondary techniques and not having had the benefit of elementary teaching experience with Navajo students is the weakest teacher; therefore, the fact that Intermountain's faculty is primarily a professional staff of retrained elementary teachers of Navajo children, we are more able to deal with the diversity of learning styles that are found in a group of bilingual children with learning disfunctions. This is the case simply because an elementary trained teacher has been trained to think primarily in terms of children, while the secondary teacher is trained primarily to think in terms of subject matter.

KEY POINT #3: The nature of the learners that we are proposing for the student body of Intermountain are people who have failed in some way for a large range of reasons. The first consideration will have to be not the subject nor the skills, but the emotional needs of the learner. Unless we can first overcome the cause of their previous failures, assuming that the causes were emotional in nature; e.g., alienation, rejection, deprivations of various sorts, emotional trauma, failure complex, etc., we will be wasting both the learner's and our time. Mere shoveling sand against the tide. I contend that persons having had the self-contained elementary teaching experience are best able to deal with this type of learner. The faculty of Intermountain then becomes a natural to serve that purpose.

The academic programs at Intermountain School are successful. They are the results of dedicated commitment of learned, experienced professional persons who have worked for years to put them together. Programs for the so-called handicapped learner are not purchased, they are not borrowed from other schools, and they do not develop without concentrated effort and thought.

At Intermountain, we have found that it takes up to three years to develop some programs; i.e., find the combination of personalities that work together, provide the staff the opportunity to acquire the teaching skills needed, develop the rationale, program content outlines, tests, review tests and recycle the content to acquire teaching aides, (usually teacher-made at the Media Center) or purchased after a year of trial and examination.

KEY POINT #4: Most academic programs now being offered can, in some way, be adjusted (if need be) to enable them to make a decisive contribution the the complete education of the so-called post high student. It would be folly to discontinue them and attempt to rebuild them later, since they are geared to the learningstyles and needs of the dropout.

Experience at Intermountain has shown that the dropout, potential droupout, the truant, or the student who fails to comply will respond if he is placed in a highly supportive environment, a situation that reduces fear, alienation and rewards and reinforces good performance. This student needs to belong and be a part of a close "in group" that is highly acceptant and responsible to his needs. The school that has one schedule or program for all students is as wrong as the one who has one book for all students. By grouping the student body into levels or sections, (families, a gestalt responsible for the total needs of the child), according to behavior and learning needs and patterns and providing a staff of concerned and dedicated people,the student with extreme emotional learning problems can be caused to succeed in school in a normal way.

We have found the successful programs are the result of the work of certain determined, commited, and dedicated faculty members. When these key individuals leave their assignment, for whatever reason, in most cases, the program will slowly lose its thrust, become stagnant and will have to be discontinued. A program in a school that meets the needs of the disadvantaged is a highly personal enterprise. Remove the guiding personalities and you lose the program.

KEY POINT #5: Since school programs revolve around a dominate dedicated personality to dismiss these people is the same as discontinuing the program at great loss to students and at great dollar expense. In many cases, these programs can never be recovered regardless of control documents, purchased teaching aids, time, money or pressure.

The high school dropout is a topic of national concern. Like all issues it has its folklore and nonsense as to the causes and the remedy. The nonsense that I want to point out here is the common conclusion among educators that the thing a high school dropout needs is a vocation program. In some cases, this is an escape to face the full challenge since many brilliant and intellectual students drop out of high school and many a vocational post high or technical school is full of individuals who could and would go on to a college degree if they had the opportunity and encouragement.

Any student attempting to become himself, whatever that may be, should never be involved in a program that is minimal and, by design, cheats him of the opportunities for personal growth that is every man's right in our country. A vocational program usually becomes a minimal program. Minimal in total cognitive and affective exposure and limited in length of time that a person is allowed before he must go on. Any future program at this school must continue to be as in the past a program of maximum exposure and opportunity. The program must continue to encourage and foster mobility up the professional ladder and encourage a sequence of career objectives that continuously raise the individual to ever higher plateaus of achievement and self-fulfillment.

KEY POINT #6: Any post high program that we develop must include opportunities to study all high school courses, include all the enrichment courses that society can offer, and avoid any philosophy that prohibits the system from injecting culture, aesthetic and the affective concerns and interests of people.

KEY POINT #7: A program that meets the needs of all students includes a College Bound option. Intermountain presently has this arrangement and an agreement with local universities, four within one-half day's distance. A phone call to Utah State University and an eligible student from Intermountain can be enrolled in college in two days, without all the frustration of tests, applications, vague answers and discouragement. There he finds others like him who have the help of tutors, counselors, work study directors, medics, and all things necessary to support him in his college objectives.

KEY POINT #8: Intermountain School has developed a structure that includes a team of faculty workers assigned to and working with small target groups. These teams do all the teaching, disciplining, counseling, and attend to all their needs in the dormitory and during the academic day. This arrangement locks in accountability of the faculty assigned and the accountability of the student. With this arrangement as the basis of the organization, Intermountain is ready to receive students with the very most complicated disorders.

Since students considered to be lost, in terms of continuing their education, will compose the future student body of our school, a wealth of educational opportunities must be included in the curriculum offerings. The bland curriculum of the traditional school will not meet the needs of the student, as described. The offering must be complete, dynamic, and accessible to students.

KEY POINT #9: If there are relevant programs anywhere for handicapped learners, you can find it at Intermountain. The guiding philosophy of this institution has been, over the years, to acquire all things that may help the handicapped student. These programs are available at this time. The school catalogue lists more than 90 different courses that have been developed because of the present and projected needs of students. The

program has a high degree of Indian relevancy and functions under the direction of the School Board, employee groups, and assigned leaders. Since Intermountain has, during its history, a dynamic vocational program, the supportive academic feature is presently functioning. Very slight adjustments will need to be made. Intermountain has been a leader in developing up-to-date relevant curriculum. There is no reason to believe that the faculty of this school will not continue to develop outstanding programs that are required by the assigned mission of the school.

APPENDIX D

BUREAU-WIDE ENROLLMENT DATA
IN
OFF-RESERVATION BOARDING SCHOOLS

OPTIONAL FORM NO. 10
MAY 1962 EDITION
GSA FPMR (41 CFR) 101-11.6

UNITED STATES GOVERNMENT

Memorandum

TO : *Chief, Division of Evaluation & Program Review* **DATE:** *May 18, 1973*
THRU: Chief, Division of Educ. Planning & Dev.

FROM : *Education Specialist (Standard)*

SUBJECT: *Intermountain Enrollment*

The students enrolled at Intermountain School, since its inception in 1950, have all come from the Navajo Area. When the school first opened there were requests from some nearby Indian groups to be allowed to send their children to the school. Of particular appeal was the vocational program at the school. However, since the original function of the school was the implementation of the Special Five-Year Program for Navajo students requests for admission from other Indian groups were denied.

For the most part, during the twenty-four years that the school has been in operation enrollment has been maintained at a fairly constant level. (See Table I).

Beginning in FY 1970 there was a drop in enrollment of over 300 students. There was another drop of 300 students in FY 1972. The enrollment in FY 1973 will be approximately the same as the previous year.

Of even more significance is the average daily membership for FY 1973. (The first year that this statistic has been calculated.) As of the end of April the average daily membership at Intermountain School is approximately 1,180 students. This indicates that the school is presently operating at about one-half of its capacity.

To gain a better perspective of the enrollment problem at Intermountain School it is necessary to look at all off-reservation boarding schools. Table II contains the past five-year enrollment information of the seventeen off-reservation boarding schools. (Haskell Indian Jr. College and the Institute of American Indian Arts have been left off of the table since their target student population and school program are radically different from the listed schools.) During this five-year period the total enrollment at these schools decreased from 11,073 to 8,893. Enrollment of students from the Navajo Area alone decreased from 3,780 to 1,565. Enrollment at eleven of the individual schools show enrollment decreases and three schools maintained a fairly constant enrollment. Only three schools showed an increase in enrollment during this period and this increase is less than three hundred students.

5010-108

Buy U.S. Savings Bonds Regularly on the Payroll Savings Plan

Table III utilizes the information from the previous table to project enrollment trends for the next five years. These projections are based on the assumption that the enrollment trend is a linear function, and that the 1969-1970 school year is the pivotal year in computing the trend. Where the linear function begins to generate "negative enrollment" a zero enrollment is substituted. Projections are given for the total number of students from each area attending off-reservation boarding school, the numbers attending schools within their areas and those attending schools outside of their home area. The Navajo Area and the Juneau Area show the greatest projected decrease for students to be enrolled in off-reservation boarding schools. The other areas project enrollments which show relatively little change. Where there is a projected increase there exists enough seats within the area's boarding school capacity to take care of these students following the present bureau policy of educating the student as near to his home as possible.

RECOMMENDATIONS: It does not appear feasible to enroll either elementary or secondary students from other areas to bring the enrollment at Intermountain School up to level which will permit operation of the school as presently constituted.

Charles V. Burnett

Charles V. Burnett

TABLE I

1950 - 542	1960 - 2089	1970 - 1749
1951 - 1374	1961 - 1994	1971 - 1766
1952 - 2214	1962 - 2114	1972 - 1416
1953 - 2317	1963 - 2226	
1954 - 2191	1964 - 2046	
1955 - 2350	1965 - 2052	
1956 - 2318	1966 - 2108	
1957 - 2336	1967 - 2130	
1958 - 2272	1968 - 2177	
1959 - 2314	1969 - 2106	

OFF-RESERVATION BOARDING SCHOOL ENROLLMENT
BY SCHOOL AND BY AREA

SCHOOL YEAR 1967 - 1968

-- SCHOOL --	ABERDEEN AREA	ALBUQUERQUE AREA	ANADARKO AREA	BILLINGS AREA	JUNEAU AREA	MUSKOGEE AREA	NAVAJO AREA	PHOENIX AREA	PORTLAND AREA	SACRAMENTO AREA	MINNEAPOLIS AREA	SOUTHEAST AGENCIES	TOTAL
FLANDREAU	376	0	0	266	0	0	0	0	0	0	1	0	643
PIERRE	263	0	0	66	0	0	0	0	0	0	0	0	329
WAHPETON	388	0	0	24	0	0	0	0	0	0	0	0	412
ALBUQUERQUE	0	226	0	0	0	0	344	0	0	0	0	0	570
CHILOCCO	4	10	156	139	267	27	305	17	160	0	4	15	1,104
FORT SILL	0	0	54	9	0	4	84	0	110	0	1	6	268
RIVERSIDE	0	7	57	49	0	8	110	0	110	0	7	14	362
CONCHO	0	2	140	11	0	1	2	0	69	0	0	14	239
MT. EDGECUMBE	0	0	0	0	673	0	0	0	0	0	0	0	673
WRANGELL	0	0	0	0	232	0	0	0	0	0	0	0	232
SENECA	0	0	15	0	0	209	0	0	0	0	0	13	237
SEQUOYAH	0	0	38	0	0	397	0	0	2	0	0	23	460
INTERMOUNTAIN	0	0	0	0	0	0	2,165	0	0	0	0	0	2,165
PHOENIX	0	0	0	1	0	0	307	723	1	0	0	0	1,032
SHERMAN	0	0	0	0	0	0	320	496	0	0	0	0	816
STEWART	0	0	0	0	0	0	25	618	12	0	0	0	655
CHEMAWA	0	0	0	0	758	0	118	0	0	0	0	0	876
TOTAL	1,031	245	460	565	1,930	646	3,780	1,854	464	0	13	85	11,073

OFF-RESERVATION BOARDING SCHOOL ENROLLMENT
BY SCHOOL AND BY AREA

SCHOOL YEAR 1968 - 1969

-- SCHOOL --	ABERDEEN AREA	ALBUQUERQUE AREA	ANADARKO AREA	BILLINGS AREA	JUNEAU AREA	MUSKOGEE AREA	NAVAJO AREA	PHOENIX AREA	PORTLAND AREA	SACRAMENTO AREA	MINNEAPOLIS AREA	SOUTHEAST AGENCIES	TOTAL
FLANDREAU	391	0	0	237	0	0	0	0	0	0	0	0	628
PIERRE	248	0	0	36	0	0	0	0	0	0	0	0	284
WAHPETON	405	0	0	27	0	0	0	0	0	0	0	0	432
ALBUQUERQUE	0	219	0	0	0	0	222	0	0	0	0	0	441
CHILOCCO	0	9	166	104	373	21	183	13	132	0	10	14	1,025
FORT SILL	1	7	86	47	0	6	76	0	105	0	4	15	347
RIVERSIDE	0	3	88	24	0	4	48	0	97	0	4	7	275
CONCHO	0	2	211	6	0	1	2	0	85	0	1	14	322
MT. EDGECUMBE	0	0	0	0	619	0	3	0	0	0	0	0	622
WRANGELL	0	0	0	0	229	0	0	0	0	0	0	0	229
SENECA	0	0	18	0	0	180	0	0	0	0	0	22	220
SEQUOYAH	0	0	23	1	0	466	0	0	3	0	0	25	518
INTERMOUNTAIN	0	0	0	0	0	0	2,096	0	0	0	0	0	2,096
PHOENIX	0	0	0	3	0	0	214	799	4	0	0	0	1,020
SHERMAN	0	0	0	0	0	0	190	603	0	13	0	0	806
STEWART	0	0	0	0	0	0	13	529	15	21	0	0	578
CHEMAWA	0	0	0	0	740	0	86	0	16	0	0	0	842
TOTAL	1,045	240	592	485	1,961	678	3,133	1,944	457	34	19	97	10,685

Division of Education Planning and Development
Indian Education Resources Center
May 1973

OFF-RESERVATION BO NG SCHOOL ENROLLMENT
BY SCHOOL ...D BY AREA

SCHOOL YEAR 1969 - 1970

-- SCHOOL --	ABERDEEN AREA	ALBUQUERQUE AREA	ANADARKO AREA	BILLINGS AREA	JUNEAU AREA	MUSKOGEE AREA	NAVAJO AREA	PHOENIX AREA	PORTLAND AREA	SACRAMENTO AREA	MINNEAPOLIS AREA	SOUTHEAST AGENCIES	TOTAL
FLANDREAU	390	0	0	209	0	0	0	0	0	0	18	0	617
PIERRE	236	0	0	35	0	0	0	0	0	0	5	0	276
WAHPETON	424	0	0	16	0	0	0	0	0	0	0	0	440
ALBUQUERQUE	0	262	0	0	0	0	166	0	0	0	0	0	428
CHILOCCO	0	8	160	73	234	24	99	14	100	0	16	15	743
FORT SILL	0	7	120	19	0	8	29	0	72	0	4	6	265
RIVERSIDE	1	13	107	55	0	4	47	0	104	0	10	19	360
CONCHO	0	5	239	11	0	9	1	0	37	0	3	14	319
MT. EDGECUMBE	0	0	0	0	650	0	0	0	0	0	0	0	650
WRANGELL	0	0	0	0	161	0	0	0	0	0	0	0	161
SENECA	0	0	39	0	0	148	0	0	0	0	0	28	215
SEQUOYAH	0	0	34	0	0	441	1	0	2	0	0	26	504
INTERMOUNTAIN	0	0	0	0	0	0	1,737	0	0	0	0	0	1,737
PHOENIX	0	0	0	3	0	1	147	792	0	0	0	0	943
SHERMAN	2	0	0	0	2	1	97	558	0	108	0	0	768
STEWART	0	0	0	0	0	0	0	526	0	32	0	0	558
CHEMAWA	0	0	0	0	648	0	29	0	180	0	0	0	859
TOTAL	1,053	295	699	421	1,695	636	2,353	1,890	495	140	56	108	9,841

OFF-RESERVATION BOARDING SCHOOL ENROLLMENT
BY SCHOOL AND BY AREA

SCHOOL YEAR 1970 - 1971

-- SCHOOL --	ABERDEEN AREA	ALBUQUERQUE AREA	ANADARKO AREA	BILLINGS AREA	JUNEAU AREA	MUSKOGEE AREA	NAVAJO AREA	PHOENIX AREA	PORTLAND AREA	SACRAMENTO AREA	MINNEAPOLIS AREA	SOUTHEAST AGENCIES	TOTAL
FLANDREAU	379	0	1	228	0	0	0	0	0	0	48	0	656
PIERRE	156	0	0	18	0	0	0	0	0	0	2	0	176
WAHPETON	386	0	0	15	0	0	0	0	0	0	3	0	404
ALBUQUERQUE	0	273	0	0	0	0	102	1	0	0	0	0	376
CHILOCCO	19	12	229	115	44	55	47	29	93	0	15	9	667
FORT SILL	3	10	193	14	0	11	23	0	40	0	0	5	299
RIVERSIDE	1	24	168	67	0	10	50	2	88	0	5	7	422
CONCHO	1	3	256	1	0	6	0	1	25	0	6	11	310
MT. EDGECUMBE	0	3	0	0	624	0	0	0	0	0	0	0	627
WRANGELL	0	0	0	0	181	0	0	0	0	0	0	0	181
SENECA	0	0	28	0	0	160	0	0	0	0	0	11	199
SEQUOYAH	0	0	32	0	0	401	0	0	0	0	0	23	456
INTERMOUNTAIN	0	0	0	0	0	0	1,753	0	0	0	0	0	1,753
PHOENIX	0	0	1	6	0	1	70	862	0	0	0	0	940
SHERMAN	0	2	0	0	0	0	0	527	0	108	0	0	637
STEWART	0	0	0	1	0	0	0	494	11	51	0	0	557
CHEMAWA	0	0	0	0	548	0	9	0	302	0	0	0	859
TOTAL	945	327	908	465	1,397	644	2,054	1,916	559	159	79	66	9,519

Division of Education Planning and Development
Indian Education Resources Center
May 1973

OFF-RESERVATION B[illegible]DING SCHOOL ENROLLMENT
BY SCHOOL AND BY AREA

SCHOOL YEAR 1971 - 1972

-- SCHOOL --	ABERDEEN AREA	ALBUQUERQUE AREA	ANADARKO AREA	BILLINGS AREA	JUNEAU AREA	MUSKOGEE AREA	NAVAJO AREA	PHOENIX AREA	PORTLAND AREA	SACRAMENTO AREA	MINNEAPOLIS AREA	SOUTHEAST AGENCIES	TOTAL
FLANDREAU	342	0	1	269	0	1	0	0	0	0	102	0	715
PIERRE	177	0	0	16	0	0	0	0	0	0	4	0	197
WAHPETON	394	0	0	23	0	0	0	0	0	0	8	0	425
ALBUQUERQUE	0	304	0	0	0	1	80	1	0	0	0	0	386
CHILOCCO	58	45	210	108	51	43	15	16	55	0	33	28	662
FORT SILL	7	12	189	27	0	23	2	4	48	0	3	8	323
RIVERSIDE	9	24	135	59	0	5	10	1	91	0	7	8	349
CONCHO	0	10	285	6	0	10	6	1	7	0	1	13	339
MT. EDGECUMBE	1	0	0	0	494	0	0	0	0	0	0	0	495
WRANGELL	0	0	0	0	165	0	0	0	0	0	0	0	165
SENECA	0	0	15	0	0	166	1	0	0	0	0	7	189
SEQUOYAH	0	0	39	0	0	388	0	0	0	0	0	18	445
INTERMOUNTAIN	0	0	0	0	0	0	1,416	0	0	0	0	0	1,416
PHOENIX	0	6	0	0	0	1	25	951	2	0	3	0	988
SHERMAN	0	4	2	0	0	0	8	546	0	79	0	0	639
STEWART	0	0	3	2	0	0	0	425	8	23	0	0	461
CHEMAWA	0	0	0	0	428	0	2	1	268	0	0	0	699
TOTAL	988	405	879	510	1,138	638	1,565	1,946	479	102	161	82	8,893

Division of Education Planning and Development
Indian Education Resources Center
May 1973

ENROLLMENT IN OFF-RESERVATION BOARDING SCHOOLS AND FIVE-YEAR PROJECTION TRENDS

-LOCATION-	BOARDING* SCHOOL CAPACITY	ENROLLMENT 1967-1968	1968-1969	1969-1970	1970-1971	1971-1972	PROJECTED ENROLLMENT 1972-1973	1973-1974	1974-1975	1975-1976	1976-1977
ABERDEEN AREA	1,125	1,031.00	1,045.00	1,053.00	945.00	988.00	956.60	938.00	919.40	900.80	882.20
Within area		1,027.00	1,044.00	1,050.00	921.00	913.00	885.70	850.60	815.50	780.40	745.30
Outside area		4.00	1.00	3.00	24.00	75.00	70.90	87.40	103.90	120.40	136.90
ALBUQUERQUE AREA	700	245.00	240.00	295.00	327.00	405.00	424.50	465.20	505.90	546.60	587.30
Within area		226.00	219.00	262.00	273.00	304.00	319.80	340.80	361.80	382.80	403.80
Outside area		19.00	21.00	33.00	54.00	101.00	104.70	124.40	144.10	163.80	183.50
ANADARKO AREA	1,290	460.00	592.00	699.00	908.00	879.00	1,053.80	1,169.20	1,284.60	1,400.00	1,515.40
Within area		407.00	551.00	626.00	846.00	819.00	985.50	1,097.40	1,209.30	1,321.20	1,433.10
Outside area		53.00	41.00	73.00	62.00	60.00	68.30	71.80	75.30	78.80	82.30
BILLINGS AREA	120										
Outside area		565.00	485.00	421.00	465.00	510.00	450.20	437.20	424.20	411.20	398.20
JUNEAU AREA	590**	1,930.00	1,961.00	1,695.00	1,397.00	1,138.00	979.80	765.00	550.20	484.60	431.10
Within area		905.00	848.00	811.00	805.00	659.00	645.10	591.60	538.10	484.60	431.10
Outside area		1,025.00	1,113.00	884.00	592.00	479.00	334.70	173.40	12.10	0.00	0.00
MUSKOGEE AREA	660	646.00	678.00	636.00	644.00	638.00	633.40	628.40	623.40	618.40	613.40
Within area		606.00	646.00	589.00	561.00	554.00	534.50	515.60	496.70	477.80	458.90
Outside area		40.00	32.00	47.00	83.00	84.00	98.90	112.80	126.70	140.60	154.50
NAVAJO AREA	4,500***	3,780.00	3,133.00	2,353.00	2,054.00	1,565.00	1,281.10	1,097.00	912.90	728.80	544.70
Within area		2,165.00	2,096.00	1,737.00	1,753.00	1,416.00	1,281.10	1,097.00	912.90	728.80	544.70
Outside area		1,615.00	1,037.00	616.00	301.00	149.00	0.00	0.00	0.00	0.00	0.00
PHOENIX AREA	2,470	1,854.00	1,944.00	1,890.00	1,916.00	1,946.00	1,956.80	1,972.40	1,988.00	2,003.60	2,019.20
Within area		1,837.00	1,931.00	1,876.00	1,883.00	1,922.00	1,926.40	1,938.60	1,950.80	1,963.00	1,975.20
Outside area		17.00	13.00	14.00	33.00	24.00	30.40	33.80	37.20	40.60	44.00

Division of Education Planning and Development
Indian Education Resources Center
May 1973

ENROLLMENT IN OFF-RESERVATION BOARDING SCHOOLS AND FIVE-YEAR PROJECTION TRENDS

-LOCATION-	BOARDING SCHOOL CAPACITY	ENROLLMENT 1967-1968	1968-1969	1969-1970	1970-1971	1971-1972	PROJECTED ENROLLMENT 1972-1973	1973-1974	1974-1975	1975-1976	1976-1977
PORTLAND AREA	640	464.00	457.00	495.00	559.00	479.00	530.40	543.60	564.20	646.40	728.60
Within area		0.00	16.00	180.00	302.00	268.00	399.80	482.00	564.20	646.40	728.60
Outside area		464.00	441.00	305.00	257.00	211.00	128.60	59.60	0.00	0.00	0.00
SACRAMENTO AREA	0	0.00	34.00	140.00	159.00	102.00	185.70	218.60	251.50	284.40	317.30
Within state		0.00	13.00	108.00	108.00	79.00	137.50	162.80	188.10	213.40	238.70
Outside state		0.00	24.00	32.00	51.00	23.00	47.90	55.20	62.50	69.80	77.10
MINNEAPOLIS AREA	0										
Outside area		13.00	19.00	56.00	79.00	161.00	172.40	208.00	243.60	279.20	314.80
SOUTHEAST AGENCIES	208										
Outside agencies		85.00	97.00	108.00	66.00	82.00	76.50	72.80	69.10	65.40	61.70

* Boarding school capacity from the Fy 1975 PPE submissions.

** Juneau Area also has a dormitory program (capacity 700) and a boarding home program (capacity 1200).

*** The Navajo Area has an elementary boarding school capacity of 13,000.

Division of Education Planning and Development
Indian Education Resources Center
May 1973

OPTIONAL FORM NO. 10
MAY 1962 EDITION
GSA FPMR (41 CFR) 101-11.6

UNITED STATES GOVERNMENT

Memorandum

TO : *Chief, Division of Evaluation & Program Review* DATE: *May 31, 1973*
THRU: Chief, Div. of Educ. Planning & Dev.

FROM : *Education Specialist (Standard), Div. of E P & D*

SUBJECT: *Enrollment Information for BIA High Schools*

Attached is a listing of enrollment statistics for fourteen of the Bureau high schools. These are the schools which have grades 9 thru 12, only. (There are several other schools which have both a high school program and an elementary program.)

An examination of the information indicates that a relatively small per cent (about 10%) of the students who withdrew from these school either return to that school or enrolled at another Bureau high school. If we assume that the 8,820 who enrolled in these schools constitute a "universe", then the total of the students in membership (column 3) and the cumulative withdrawals and transfers (column 4) should give an indication of the students who have "dropped out" of the universe.

The difference between these two figures (9,134 and 8,820) is 314 students, or about 10% of the withdrawals. From this, it would appear that about 300 of the withdrawals/transfers have re-entered these schools. Of course, this is merely an indicator, we will have to wait until our reporting system becomes more refined (on an individualized basis) before we can obtain more specific information.

Charles V. Burnett
Charles V. Burnett

Enclosure

5010-106

Buy U.S. Savings Bonds Regularly on the Payroll Sa ings Plan

Location	Cumulative Enrollment to Date	Average Daily Membership	Membership at End of Last Report	Cumulative Withdrawals and Transfers to Date
Flandreau Boarding School	705	485	408	341
Albuquerque Indian School	395	252	204	205
Chilocco Boarding School	432	308	269	175
Fort Sill Boarding School	281	178	166	112
Riverside Boarding School	401	300	276	129
Mt. Edgecumbe Boarding School	423	373	356	70
Sequoyah Indian School	481	338	297	184
Many Farms High School	839	757	660	273
Wingate High School	919	749	652	306
Intermountain School	1,384	1,194	1,027	357
Phoenix Indian School	726	551	501	253
Stewart Indian School	490	379	340	194
Sherman Indian School	699	594	529	190
Chemawa Indian School	645	551	524	126
TOTAL	8,820	7,009	6,219	2,915

Division of Education Planning and Development
Indian Education Resources Center
May 1973

APPENDIX E

POST-SECONDARY VOCATIONAL TECHNICAL EDUCATION REPORTS

OPTIONAL FORM NO. 10
MAY 1962 EDITION
GSA FPMR (41 CFR) 101-11.6

UNITED STATES GOVERNMENT

Memorandum

TO : Chief, Division of Evaluation & Program Review **DATE**: May 22, 1973
THRU: Chief, Div. of Educ. Planning & Development

FROM : Education Specialist (Curriculum), E P &D

SUBJECT: Intermountain Task Force
SIPI - Haskell Programs

VOCATIONAL EDUCATION IN TRANSITION

The previous decade held great promise for skilled blue collar employment, particularly for the minority groups and the underprivileged. These positions had been vaulted to higher economic levels and social status. The technician, particularly in sophisticated fields, could look forward to gratifying employment opportunities. Although economic conditions have declined slightly and minority groups including Indians have earned a new mobility, a new consciousness is pervasive. Indians, blacks and chicanos have bought the white collar ethic.

This undoubtedly has affected the vocational-school thrust, certainly in BIA schools and has become apparent by slipping enrollment and weak holding power. Despite these signs, national figures support a ten percent increase in enrollment per year. Employment Assistance also reports that Indian students are still enrolling in vocational-technical programs in non-Bureau schools. Although the data is inconclusive on this matter, the high drop out rate in BIA vocational-technical programs and presumably in non-Bureau facilities are apparently indicative of attitudinal changes.

SOUTHWESTERN INDIAN POLYTECHNIC INSTITUTE (SIPI)

This complex is by far the BIA showplace in the country. It has received national publicity and many educators have observed its operation. The faculty is excellent and the school director is alert and competent. SIPI's courses tend to be on a sophisticated level where students may qualify for high level positions in the field. Its optical program is an exemplar in vocational-technical training. Although it has no graduating procedure, students certify after completing a prescribed number of hours. Its dormitory facilities have room for 500 pupils.

The attached data for SIPI show a Spring enrollment (May 9, 1973) of 394 out of a possible 932. Many of the reported 394 are married and do not live on campus.

Although SIPI is a Southwest school the distribution is balanced by pupils from all regions of the nation.

5010-106

Buy U.S. Savings Bonds Regularly on the Payroll Savings Plan

HASKELL INDIAN JUNIOR COLLEGE

A recent transition evaluation this summer has expedited its move toward a fully accredited Junior College Program. The change in students' objectives have had a significant impact on Haskell's vocational-technical offerings. For example, there are currently fewer than 30 pupils enrolled in the printing program (probably the finest equipped building in the West) which could easily serve four times that number. Haskell students are moving primarily to the education program. The General Education and Business Programs comprise more than 50 percent of the entire student body. Every vocational-technical course is under enrolled.

The attached data about Haskell also indicates a wide dispersion of students (32 states represented).

Henry H. Rosenbluth

Enclosures

SIPI

Student Breakdown by Agency
May 9, 1973

AGENCY	Fall 1972				Winter 1973				Spring 1973			
	Mr.	Mrs.	Miss	Total	Mr.	Mrs.	Miss	Total	Mr.	Mrs.	Miss	Total
Alabama-Coushatta			1	1			1	1			1	1
Anadarko	3		1	4	3		1	4	4		2	6
Anchorage	10		5	15	9		3	12	9		4	13
Ardmore			3	3			3	3			2	2
Blackfeet	1		3	4	2		2	4	2		2	4
Chinle	5		21	26	6		18	24	6		18	24
Colorado River	2			2	2			2	2			2
Colville	1		4	5	1		4	5			4	4
Concho	10		3	13	5		5	10	7		4	11
Crow	4	2		6	10		2	12	14	2	4	20
Crow-Creek	1			1	2			2	1			1
Eastern Navajo	26	1	20	47	22		21	43	24		24	48
Flathead	4			4	9	1		10	6			6
Fort Apache	1		5	6	2		5	7	1		4	5
Fort Belknap	1		4	5	3		1	4	1		1	2
Fort Bertold			4	4			2	2			2	2
Fort Defiance	15		17	32	15		18	33	18		17	35
Fort Peck	1		5	6			2	2			1	1
Great Lakes	1		1	2	1		1	2	2		1	3
Hopi	8	1	4	13	10	1	4	15	8	1	4	13
Horton	2		2	4	1		2	3	1		2	3
Jicarilla	9			9	6		2	8	6		2	8
Lower Brule	3			3	1			1	1			1
Mescalero	2		4	6	1		3	4	2		4	6
Muskogee	2		1	3	1		1	2	1		1	2
Navajo Area			2	2			2	2			3	3

	Fall 1972				Winter 1973				Spring 1973			
AGENCY	Mr.	Mrs.	Miss	Total	Mr.	Mrs.	Miss	Total	Mr.	Mrs.	Miss	Total
Nevada	1		3	4			2	2	1		5	6
New York Field	2		1	3	3		1	4	3		1	4
Nome	3			3	3			3	1			1
Northern Cheyenne			1	1			1	1		1	1	2
Northern Pueblos	22	1	15	38	16	1	15	32	13		11	24
Okmulgee	1			1	3			3	3			3
Papago	5		3	8	3		4	7	5		3	8
Pawnee	1		2	3	1			1	2		1	3
Pima	4		1	5	4		1	5	3		1	4
Pine Ridge			2	2			1	1				
Ramah			2	2	3			3	3		1	4
Redlake	1			1	1			1	1			1
Riverside	2			2	2			2	2			2
Rocky Boy	7		3	10	2	1	2	5	3	1	2	6
Rosebud	2		2	4	1		4	5	1		6	7
Sac & Fox			1	1	1		1	2	1		1	2
Sacramento AReа	3		3	6	3		2	5	3		2	5
San Carlos	2			2	2		1	3	3		1	4
Salt River	2		1	3			2	2	1		2	3
Shawnee			2	2	1		1	2	1		3	4
Shiprock	10	2	23	35	11	1	23	35	10	2	26	38
Sisseton	1		1	2	2		1	3	1		1	2
Southern Pueblos	44	4	32	80	43	2	26	71	42	3	23	68
Spokane			1	1			1	1			1	1
Standing Rock					1		1	2				

AGENCY	Fall 1972				Winter 1973				Spring 1973			
	Mr.	Mrs.	Miss	Total	Mr.	Mrs.	Miss	Total	Mr.	Mrs.	Miss	Total
Tahlequah			1	1			1	1			1	1
Truxton Canon	5		3	8	4		4	8	2		4	6
Tuba City	11	1	4	16	9	1	5	15	10	3	6	19
Unitah & Ouray			3	3	1		2	3			1	1
Warm Springs			1	1			1	1			1	1
Western Shoshone	1		1	2	1		1	2			1	1
Western Washington	3			3	1			1	1			1
Windriver	4		5	9	3		2	5	2		2	4
Winnebago	6		3	9	5		2	7	3		5	8
Yakima			1	1	1			1	2			2
Zuni	1		1	2	2		1	3	2		1	3
Cherokee	1			1								
Minnesota			1	1								
Seminole	1			1								
Southern Ute	3			3								
Talihina			1	1							1	1
Ute Mountain	1			1					1			1
TOTALS	262	12	234	508	245	8	212	465	242	13	222	477
EMP ASST				44				43				43
VET				40				45				45

ENROLLMENT/COURSE
May 9, 1973

	Fall 1972		Winter 1973		Spring 1973	
	Enrollment	Cut-off	Enrollment	Cut-off	Enrollment	Cut-off
Business Education						
Marketing & Distribution	38	48	29	60	21	60
Numberical Processing	30	48	31	60	36	60
Secretarial & Related	55	112	65	88	35	88
Clerical & Related	88	112	33	120	58	120
	211	320	158	328	150	328
Occupational Education						
Drafting	50	112	56	128	39	128
Engineering Aids	34	48	27	64	23	64
Optics	32	48	33	64	24	64
Electronics	53	112	39	96	41	96
Offset	42	48	37	64	42	64
Telecommunications	17	48	19	64	27	64
Food Service	25	32	19	64	20	64
	261	448	230	544	216	544
Dental Assistant	26	48	25	48	24	48
Dental Technician	5	12	5	12	4	12
	31	60	30	60	28	60
	503	828	418	932	394	932

HASKELL

	District Resident		Out District		Out State		Total	District Resident		Out District		Out State		Total	District Resident		Out District		Out State		Tota
	M	F	M	F	M	F		M	F	M	F	M	F		M	F	M	F	M	F	
FRESHMEN:																					
Full Time	28	24					52	563	385					948	507	353					860
Part Time	1						1														
SOPHOMORES:																					
Full Time	20	27					47	111	73					184	88	52					140
Part Time	2						2														
TOTALS: (Cred)																					
In School																					
Full Time																					
Part Time																					
TOTALS: (Cred)																					
64 hrs																					
Full Time																					
Part Time								2	0					2	2	0					2
TOTALS (Cred)																					
Other																					
Full Time	3	8					11														
Part Time								2	4					6	2	4					6
TOTALS: (Draft)																					
Full Time																					
Part Time																					
TOTALS	54	59					113	678	462					1140	599	409					1008

*Include vocational education students if classified. 1. Full Time = 12 hours or more 2. Part Time = less than 12 hours

1.1 Total number of students living in college-owned housing - Male 463 Female 392

1.2

AGE OF STUDENTS - PRESENT ENROLLMENT

	15-17	18-20	21-23	24-26	27-29	30-39	40-49	50-59	60 --	TOTAL
Male	4	400	179	66	9	16	3	1		678
Female	9	343	88	11	5	4	0	2		462
	13	743	267	77	14	20	3	3		1140

	SUMMER SESSION							FALL SESSION							ESTIMATED SPR SESSION						
	District Resident		Out District		Out State		Total	District Resident		Out District		Out State		Total	District Resident		Out District		Out State		Tota
	M	F	M	F	M	F		M	F	M	F	M	F		M	F	M	F	M	F	
ch Students ed Major) dit								322	92					414	264	75					339
Credit																					
Parallel t (Transfer)	54	59					113	352	366					718	331	330					661
er Students or Non-Credit								4	4					8	4	4					8
TOTALS	54	59					113	678	462					1140	599	409					1008

1.4 Total hours enrolled in by all students as of the 5th week (Fall Semester) 17,808

1.5 Full-time equivalent (Fall Semester as of the 5th week) (based on 15 semester hours) 1,187

1.6 TOTAL HOURS SUBMITTED FOR STATE AID:

Current Semester _____

Summer Session _____

1.7 VETERANS ENROLLED:

Male 50

Female 2

TOTAL 52

1.8 FOREIGN STUDENTS:

	No. Enrolled
Voc. Educ.	_____
Regular Student (College Credit)	_____
Special Student (College Credit)	_____
Special Student (Non-College Credit)	_____

1.9 MARITAL STATUS OF STUDENTS:

	Male	Female	Total
Single	534	419	953
Married	125	43	187
D of Labor	19		
TOTAL	678	462	1140

1st Summer
Fall '74

Haskell Indian Junior College
Lawrence, Kansas 66044

Enrollment by Tribe, Second Semester, 1972-73

Acoma	Southern Pueblos	3
Acoma-Hopi	Southern Pueblos	1
Alabama	Alabama-Coushatta	1
Alabama-Coushatta	Alabama-Coushatta	2
Aleut	Juneau	4
Apache	Mescalero	7
Apache	San Carlos	11
Apache	Truxton Canon	1
Apache	Fort Apache	15
Apache	Jicarilla	3
Arapaho	Concho	1
Arapaho	Wind River	19
Arapaho-Shoshone	Wind River	1
Assiniboine	Fort Peck	2
Assiniboine	Fort Belknap	2
Athabascan	Juneau	4
Athabascan	Fort Totten	1
Blackfeet	Blackfeet	10
Blackfeet	Turtle Mountain	1
Blackfeet-Cherokee	Blackfeet	1
Blackfeet-Cree	Blackfeet	5
Blackfeet-Oneida	Blackfeet	1
Caddo	Anadarko	1
Caddo-Delaware	Anadarko	2
Cherokee	Okmulgee	1
Cherokee	FCT	15
Cherokee	Cherokee	22
Cherokee	Tahlequah	14
Cherokee	Miami	2
Cherokee	Wewoka	2
Cherokee-Chickasaw	FCT	1
Cherokee-Creek	Miami	1
Cherokee-Creek	Okmulgee	1
Cherokee-Creek	FCT	1
Cherokee-Kiowa	Tahlequah	2

Enrollment by Tribe, Second Semester, 1972-73 (continued) Page 2

Cheyenne	Concho	2
Cheyenne	Northern Cheyenne	4
Cheyenne-Arapaho	Concho	11
Cheyenne-Arapaho	Anadarko	1
Cheyenne-Arapaho-Comanche	Concho	1
Chickasaw	FCT	4
Chickasaw	Ardmore	3
Chickasaw	FCT	1
Chippewa	Turtle Mountain	2
Chippewa	Great Lakes	6
Chippewa	Minnesota	8
Chippewa	Red Lake	1
Chippewa-Assiniboine	Fort Belknap	1
Chippewa-Creek	Rocky Boy's	3
Chippewa-Creek-Sioux	Rocky Boy's	1
Chippewa-Sioux	Minnesota	1
Choctaw	FCT	11
Choctaw	Talihini	9
Choctaw	Ardmore	3
Choctaw	Choctaw	21
Choctaw	Wewoka	1
Choctaw	Okmulgee	1
Choctaw-Cherokee	FCT	1
Choctaw-Chickasaw	FCT	1
Choctaw-Creek	Talihini	1
Choctaw-Creek	FCT	1
Clalam	Western Washington	2
Cocopah-Mohave	Colorado River	1
Coeur D'Alene	Northern Idaho	1
Colville	Colville	5
Comanche	Anadarko	7
Comanche-Caddo	Anadarko	1
Comanche-Kiowa	Anadarko	5
Comanche-Wichita	Anadarko	3
Concow-Maidu	Sacramento Area Office	1
Concow-Pomo	Sacramento Area Office	1
Creek	Horton	1
Creek	FCT	15
Creek	Wewoka	4
Creek	Okmulgee	40

Enrollment by Tribe, Second Semester, 1972-73 (continued) Page 3

Creek-Cherokee	Okmulgee	1
Creek-Seminole	FCT	5
Creek-Seminole	Okmulgee	6
Creek-Seminole	Shawnee	3
Creek-Seminole	Wewoka	3
Creek-Seneca	Tahlequah	1
Crow	Crow	9
Crow-Creek-Sioux	Pierre	1
Delaware-Cherokee-Chickasaw	FCT	1
Delaware-Wichita	Anadarko	1
Eskimo	Juneau	9
Eskimo-Aleut	Juneau	1
Flathead	Flathead	1
Goshute	Nevada	1
Goshute-Shivwit	Nevada	1
Gros Ventre	Fort Belknap	2
Haida-Tsimpshean	Juneau	1
Hopi	Hopi	9
Hopi-Tewa	Hopi	2
Hualapai	Truxton Canon	6
Iowa	Horton	2
Iowa	Shawnee	1
Isleta	Southern Pueblos	1
Jemez	Southern Pueblos	6
Kalispel	Northern Idaho	1
Karok-Yurok-Lay-Red	Sacramento Area Office	1
Kaw	Pawnee	1
Kickapoo	Horton	8
Kickapoo	Shawnee	2
Kiowa	Anadarko	25
Kiowa-Apache	Anadarko	5
Kiowa-Caddo	Anadarko	2
Kiowa-Caddo-Delaware	Anadarko	1
Kiowa-Otoe	Anadarko	1
Kiowa-Ute	Anadarko	1
Kiowa-Wichita	Anadarko	2

Enrollment by Tribe, Second Semester, 1972-73 (continued) Page 4

Lajolla	Sacramento Area Office	1
Laguna	Southern Pueblos	9
Laguna-Navajo	Southern Pueblos	1
Laguna-Zuni	Southern Pueblos	1
Maricopa-Pima	Salt River	1
Miwok	Northern Idaho	1
Miwok-Nez Perce	Northern Idaho	1
Mohave	Colorado River	6
Mohave-Apache	Salt River	1
Mohave-Chemehuavi	Colorado River	1
Mohave-Hopi	Colorado River	2
Navajo	Eastern Navajo	25
Navajo	Fort Defiance	47
Navajo	Tuba City	23
Navajo	Chinle	20
Navajo	Shiprock	16
Navajo	Southern Pueblos	1
Navajo	Navajo Area Office	5
Navajo-Hopi	Tuba City	1
Nez Perce	Northern Idaho	7
Omaha	Winnebago	12
Oneida	Great Lakes	3
Osage	Okmulgee	1
Osage	Osage	2
Osage-Cherokee	Osage	3
Osage-Cherokee	Tahlequah	1
Osage-Pawnee	Osage	2
Osage-Sac & Fox	Osage	2
Otoe	Pawnee	1
Otoe-Missouria	Pawnee	1
Ottawa	Great Lakes	4
Paiute	Nevada	7
Paiute	Warm Springs	3
Paiute	Sacramento Area Office	2
Paiute-Navajo	Nevada	1
Paiute-Shoshone	Nevada	2
Papago	Papago	12

Enrollment by Tribe, Second Semester, 1972-73 (continued) Page 5

Pawnee	Pawnee	16
Pawnee Creek	Pawnee	1
Picuris	Northern Pueblos	2
Pima	Pima	5
Pima-Maricopa	Salt River	2
Pima-Maricopa	San Carlos	1
Pima-Papago	Pima	2
Ponca	Pawnee	10
Ponca-Potawatomi	Pawnee	2
Potawatomi	Horton	25
Potawatomi	Shawnee	2
Quapaw-Cherokee	Miami	3
Quechan	Fort Yuma	1
Quileute	Western Washington	1
Quileute-Quinault	Western Washington	1
Quinault	Western Washington	1
Sac & Fox	Shawnee	10
Sac & Fox	Sac & Fox	2
Salish-Kootenaid	Flathead	1
San Felipe	Southern Pueblos	1
San Juan	Northern Pueblos	3
San Juan-Zia	Northern Pueblos	1
Santa Ana	Southern Pueblos	5
Santo Domingo	Southern Pueblos	5
Seminole	Seminole	6
Seminole	Wewoka	8
Seneca	New York Field Office	2
Seneca-Cayuga	Miami	1
Seneca-Cherokee	Tahlequah	1
Seneca-Shawnee	FCT	1
Seneca-Shawnee	Shawnee	1
Seneca-Wyandotte	Miami	1
Shawnee	Osage	1
Shawnee	Shawnee	4
Shawnee	Miami	1
Shawnee-Delaware	Shawnee	1
Shawnee-Sac & Fox	Shawnee	1

Enrollment by Tribe, Second Semester, 1972-73 (continued)

Shoshone	Nevada	1
Shoshone	Wind River	4
Shoshone	Fort Hall	2
Shoshone-Bannock	Fort Hall	3
Sioux	Cheyenne River	4
Sioux	Sisseton	10
Sioux	Pine Ridge	16
Sioux	Fort Peck	2
Sioux	Rosebud	9
Sioux	Standing Rock	6
Sioux	Yankton	8
Soboba	Sacramento Area Office	1
Spokane	Yakima	2
Spokane	Colville	1
Stockridge-Munsee-Chippewa	Great Lakes	1
Taos	Northern Pueblos	3
Taos-Zuni	Northern Pueblos	1
Tewa	Northern Pueblos	1
Thlinget-Tsimpshean	Juneau	1
Thlinget	Juneau	3
Three-Affiliated	Fort Berthold	11
Tsimpshean	Juneau	1
Umatilla	Umatilla	1
Ute	Unitah & Ouray	2
Ute	Ute Mountain	1
Warm Springs	Warm Springs	4
Washoe	Nevada	5
Winnebago	Winnebago	6
Winnebago	Great Lakes	4
Yakima	Yakima	8
Yavapai-Apache	Truxton Canon	1
Zia	Southern Pueblos	1
Zuni	Zuni	7

Haskell Indian Junior College
Lawrence, Kansas 66044

Total Students Leaving School (By Vocation), Second Semester 1972-73 (Thru 4/30)

Accounting	5
Auto Mechanics	9
Business Education	53
Cooking	2
Carpentry	3
Dental Assisting	1
Data Processing	4
General Education	58
Home Economics	1
Laboratory Assistant	1
Masonry	2
Practical Nursing	6
Printing	9
Refrigeration	2
Technical Drafting	6
Welding	4
Total	167

* * * * * * * * * * * * * * * * * * *

Enrollment Second Semester, 1972-73, By Sex

Women 409

Men 555

Total 964

* * * * * * * * * * * * * * * * * * *

Enrollment Second Semester, 1972-73, of Married Students

Our Financial Aids Office reports that approximately 130 students are married, the majority living off-campus.

Haskell Indian Junior College
Lawrence, Kansas 66044

Enrollment by Agencies, Second Semester 1972-73

Alabama Coushatta	3	Osage	11
Anadarko	60	Papago	12
Ardmore	7	Pawnee	32
Blackfeet	17	Pierre	1
Cheyenne River	4	Pima	8
Cherokee	22	Pine Ridge	15
Chinle	14	Red Lake	1
Choctaw	20	Rocky Boy's	4
Colorado River	13	Rosebud	10
Colville	6	Sac & Fox	2
Concho	15	Sacramento Area Office	8
Crow	10	Salt River	4
Eastern Navajo	25	San Carlos	12
Five Civilized Tribes	59	Seminole	5
Flathead	2	Shawnee	27
Fort Apache	14	Shiprock	19
Fort Belknap	6	Sisseton	10
Fort Berthold	11	Southern Pueblos	36
Fort Defiance	46	Standing Rock	6
Fort Hall	6	Tahlequah	19
Fort Peck	5	Talihini	10
Fort Totten	1	Truxton Canon	8
Fort Yuma	1	Tuba City	25
Great Lakes	19	Turtle Mountain	3
Hopi	10	Uintah & Ouray	2
Horton	35	Umatilla	1
Jicarillo	3	Ute Mountain	1
Juneau	24	Warm Springs	8
Mescalero	7	Western Shoshone	1
Miami	9	Western Washington	6
Minnesota	9	Wewoka	16
Nevada	17	Wind River	22
New York Field Office	2	Winnebago	18
Northern Cheyenne	3	Yakima	9
Northern Idaho	11	Yankton	7
Northern Pueblos	10	Zuni	7
Okmulgee	47	Navajo Area Office	5

Total Students Enrolled 964

Haskell Indian Junior College
Lawrence, Kansas 66044

Enrollment by State, Second Semester, 1972-73

Alaska	24	Nebraska	19
Arkansas	1	Nevada	15
Arizona	156	New Mexico	121
California	16	New York	2
Colorado	7	North Carolina	20
Florida	5	North Dakota	15
Idaho	19	Ohio	1
Illinois	2	Oklahoma	262
Indiana	1	Oregon	10
Iowa	4	South Dakota	44
Kansas	56	Texas	9
Michigan	6	Utah	10
Minnesota	14	Virginia	1
Mississippi	19	Washington	25
Missouri	7	Wisconsin	8
Montana	44	Wyoming	21

Total Students Enrolled - 964

Total States Represented - 32

Haskell Indian Junior College
Lawrence, Kansas 66044
May 8, 1973

Enrollment by Major, Second Semester, 1972-73

	Initial Enrollment	Under Enrolled	Over Enrolled
VOCATIONAL			
Auto Mechanics	50	70	--
Baking	6	14	--
Cooking	8	22	--
Carpentry	30	--	--
Dental Assisting	15	--	--
Electricity-Electronics	28	50	--
Home Economics	20	--	--
Printing	29	60	--
Meat Cutting	5	5	--
Machine Technology	6	10	--
Masonry	16	--	--
Painting	12	18	--
Practical Nursing	44	16	--
Refrigeration/Air Conditioning	15	--	--
Technical Drafting	31	5	--
Welding	18	12	--
TRANSFER OR TERMINAL			
Accounting	24	--	--
Business Education	215	35	--
Data Processing	19	10	--
Laboratory Assistant	14	16	--
Radiation Technology	6	18	--
TRANSFER			
General Education	353	--	--
TOTALS	964	361	--

Haskell Indian Junior College
Lawrence, Kansas 66044
October 20, 1972

Student Representation By States, First Semester, 1972-73

Alabama	1	Nebraska	22
Alaska	26	Nevada	16
Arizona	189	New Mexico	137
Arkansas	2	New York	3
California	19	North Carolina	18
Colorado	16	North Dakota	15
Florida	4	Ohio	1
Georgia	1	Oklahoma	280
Idaho	18	Oregon	7
Iowa	7	Pennsylvania	1
Kansas	95	South Dakota	47
Louisiana	1	Texas	14
Michigan	6	Utah	9
Minnesota	21	Virginia	2
Mississippi	23	Washington	28
Missouri	6	Wisconsin	14
Montana	69	Wyoming	22

Total Students Enrolled - 1140

Total States Represented - 34

VOC/TECH CURRICULUM OFFERINGS	PROGRAM TYPE 1972-73	PROGRAM TYPE 1973-74
Auto Mechanics	* Diploma	** A.A.S. Degree Diploma
Auto Body	Diploma	A.A.S. Degree Diploma
Diesel Engines	Specialized	Specialized
Carpentry	Diploma	A.A.S. Degree
Masonry	*** Certificate	A.A.S. Degree Diploma Certificate
Painting (Building)	Certificate	A.A.S. Degree Diploma Certificate
Electricity	Diploma	A.A.S. Degree Diploma
INDUSTRIAL ELEctronics	A.A.S. Degree Diploma	A.A.S. Degree Diploma
RADIO/T.V. Repair	Not Offered	Diploma
Instrumentation	Not Offered	A.A.S. Degree Diploma
Computer Repair	A.A.S. Degree	A.A.S. Degree
Institutional Cooking	Diploma	A.A.S. Degree Diploma
Baking	Diploma	A.A.S. Degree Diploma
Meat Cutting	Certificate	A.A.S. Degree Diploma
Practical Nursing	Diploma	Diploma
Laboratory Technicians	A.A.S. Degree	A.A.S. Degree
HOME Economics	A.A.S. Degree	A.A.S. Degree Diploma
Offset Camera & Platemaking	Diploma	A.A.S. Degree Diploma
Linotype Operation	Diploma	A.A.S. Degree Diploma

VOC/TECH CURRICULUM OFFERINGS	PROGRAM TYPE 1972-73	PROGRAM TYPE 1973-74
Offset Press	Diploma	A.A.S. Degree Diploma
Letterpress	Diploma	A.A.S. Degree Diploma
Machine Technology	A.A.S. Degree Diploma	A.A.S. Degree Diploma
Applied Radiation Technology	A.A.S. Degree	A.A.S. Degree
Refrigeration/Air Conditioning	A.A.S. Degree Diploma	A.A.S. Degree Diploma
Technical Drafting	A.A.S. Degree Diploma	A.A.S. Degree Diploma
Welding	Certificate	A.A.S. Degree Diploma Certificate
Secretarial	A.A.S. DEgree	A.A.S. Degree A.A. Degree
Typist Transcribing	A.A.S. Degree	A.A.S. Degree **** A.A. Degree
Accounting	A.A.S. Degree	A.A.S. Degree A.A. Degree
Data Processing	A.A.S. Degree	A.A.S. Degree A.A. Degree
Keypunch	Certificate	Not Offered
Typewriting	Certificate	Not Offered
Clerk-Typist	Not Offered	A.A.S. Degree A.A. Degree
Business Administration	Not Offered	A.A.S. Degree A.A. Degree

* Diploma - Four Full Semesters - Designed for direct employment.

** Associate of Applied Science Degree - Four semesters required - Designed for continuing education or direct employment.

*** Certificate - Two full Semesters - Designed for direct employment

**** Associate of Arts - Four Semesters - Designed for college transfer

APPENDIX E

INTERMOUNTAIN TASK FORCE SIPI-HASKELL PROGRAMS

United States Department of the Interior

BUREAU OF INDIAN AFFAIRS
WASHINGTON, D. C. 20242

IN REPLY REFER TO: Evaluation

Memorandum

To: Chief, Division of Evaluation and Program Review, Albuquerque

From: Education Specialist, Division of Evaluation

Subject: Intermountain Task Force: Post-Secondary Vocational-Technical Option for Intermountain Facility

Given the shift from vocational to academic emphasis among Indian students (see Henry Rosenbluth's memo of 5/22 on SIPI and Haskell Programs), which is reflected by the underenrollment of all BIA vocational facilities, there seems little rationale for adding another facility to the Bureau's roster of vocational technical training centers.

SIPI, an outstanding facility, beautifully staffed and equipped, has classroom space for 932 students, housing for 500, and an actual enrollment (May 1973) of only 394. Since Dr. Rosenbluth shows an ever-widening gap at SIPI between enrollment and capacity in Business and occupational education, it is likley that additional dorm space would not remedy the present underenrollment. At Haskell, every vocational-technical course is underenrolled.

A similar trend exists in tribally-run colleges. According to LeRoy Falling, the Bureau's Educational Specialist in Higher Education, Navajo Community College, Sinte Gleska and the Lakota Higher Education Centers are underenrolled. In addition, NCC's new campus will increase its present capacity to 400. There seems, among Indian students, to be an ever-increasing awareness of possibilities in higher education, e.g., scholarship funding, open-enrollment policies, the ABC type of program, University Without Walls and Indian Studies Programs at major universities, which is diverting students from what must have seemed, in the past, the necessary compromise of vocational-technical training, and pointing them toward the broader range of opportunity offered by a college degree.

It should be pointed out that, under the Vocational-Technical Training Act (HEW), funds are being made available to States, for the construction of vocational-technical training facilities. One of these is the proposed voc/tech center at Blanding, Utah. In addition, EDA funding has been granted to the Aberdeen Area to add a vocational training facility to the existing Residential Training Center at Bismarck.

Adult Vocational Training (formerly under Employment Assistance and now a part of Education Programs), suffers not from a lack of placement slots, but from a cut-back on funding to pay for them. AVT places trainees in both private and Federal institutions. Costs are higher for non-Bureau placements since a living stipend (often for families as well as the trainee) is included. However, "outplacement" has its advantages, one being the opportunity to train in an integrated setting. It is likely, also, that good private facilities, may be quicker to adapt to the

ever-changing technology in actual jobs, since they are competitive with other private schools.

Placements by AVT are high. In FY 1972, 2,143, from a group of 2,899 completions were placed. (See attached for additional statistics on trainees).

Philosophically, adding another voc/tech facility, especially when it would involve converting a primarily academic institution, would almost seem to place the BIA in a reactionary position. Two trends, that of looking more toward State or tribally-run educational facilities, and of the move away from vocational training by Indians and toward academic education, seem to make the conversion of Intermountain into a voc/tech school undersireable.

Ms. Evelyn Bauer

DIVISION OF EMPLOYMENT ASSISTANCE/INSTITUTIONAL TRAINING

	F. Y. 1970	F.Y. 1971	F.Y. 1972
CARRYOVER TO NEW YEAR	1,569	2,459	2,968
NEW ENTRIES	3,943	4,751	4,785
COMPLETIONS	1,878	2,477	2,899
DISCONTINUANCES	1,175	1,765	2,182
IN TRAINING END OF YEAR	2,459	2,968	2,672
PLACEMENTS	1,409	1,833	2,143

APPENDIX F

FACILITY EVALUATION REPORT ON INTERMOUNTAIN SCHOOL BRIGHAM CITY, UTAH

Prepared by the Staff of the

Division of Plant Design and Construction
Bureau of Indian Affairs
Albuquerque, New Mexico

MAY 11, 1973

OPTIONAL FORM NO. 10
MAY 1962 EDITION
GSA FPMR (41 CFR) 101-11.

UNITED STATES GOVERNMENT

Memorandum

TO : Chief, Evaluation and Program Review DATE: May 11, 1973

FROM : Chief, Division of Plant Design and Construction

SUBJECT: Facility Evaluation Report on Intermountain School, Brigham City, Utah

Transmitted is the report covering the physical evaluation of the subject facility prepared by Gordon Bosl, Architect, James H. Harvey, Mechanical Engineer and Joe D. Maestas, Electrical Engineer, all members of my staff.

Any questions concerning the attached report may be referred directly to Mr. Gordon Bosl at Extension 3297.

for Robert A. Dudley

Enclosure:

(Evaluation Report
dated May 11, 1973)

Buy U.S. Savings Bonds Regularly on the Payroll Savings Plan

May 11, 1973

INTERMOUNTAIN SCHOOL
BRIGHAM CITY, UTAH

The Division of Plant Design and Construction team inspected and found the following items of maintenance and repair required.

STRUCTURAL AND ARCHITECTURAL

No major items of repair are anticipated as the structures are constructed of good materials and workmanship.

Minor items which are due to receive consideration:
Replacement of wood windows in approximately 90% of the buildings. The lack of paint or overpainting in the past 30 years has allowed the wood to check and weather to the point it has deteriorated. The approximate cost for this replacement with aluminum windows will be $450,000.00.

Interior trim including doors needs replacing in 50% of the dormitories. This is due to damage caused by movement of furniture and maintenance equipment. The approximate cost for this item will be $100,000.00.

Linoleum flooring in various classrooms and dormitories is showing wear. It can be replaced with vinyl asbestos tile for an approximate amount of $150,000.00 or with carpeting for $400,000.00.

Painting has been proceeding constantly, but many surfaces have not been prepared properly prior to the painting and therefore have received an excessive number of coats. With proper treatment, scraping, etc. and repainting this should approximately be $250,000.00.

Miscellaneous patching and repairing of gypsum board walls, ceilings and other surfaces would be accomplished for $150,000.00.

An item of concern which needs correction, but is not mandatory for the operation of the facility is the coordination of the locks and keying system. At present there is none. Each building having its own. For the sake of security and maintenance, the entire system should be re-keyed and master-keyed for a cost of $150,000.00.

The lack of damage contributable to vandalism and malicious mischief is a big factor in lowering the cost of maintenance. Expense of this type is relatively minor and no dollar figure attached.

The roofs have been well maintained and relatively few are in need of repair now and in the near future.

Only one building, Storage No. 83, has been allowed to deteriorate to the point it is unsafe. It is infested with termites and should be destroyed.

PLUMBING SYSTEM:

Almost every building on the entire campus equipped with plumbing facilities require some form of minor repairs. This consists mostly of leaky faucets. A few toilet seats could be replaced as they were originally installed when the facility was constructed by the U. S. Army. The above items are considered very minor on a campus this large. The writer has visited schools which were less than five years old and had problems of a more serious nature.

In Building No. 326 the two urinals within mens toilet room in the lobby area were improperly installed during the original construction. As a

consequence the stall (floor mounted) urinals have cracked horizontally about six inches up from the floor. Estimated cost to repair $2,000.00.

The estimate cost to make minor repairs to the plumbing system is $13,000.00.

HEATING SYSTEM:

The heating system is in very good condition. Only problems noted were in the covered walks and this consisted of damaged insulation on some of the heating piping. Estimated cost of repairing insulation is $1,000.00.

VENTILATING SYSTEM:

With few exceptions, the ventilation is of the natural type through operatable windows. Mechanical ventilation has been added to the dormitory shower rooms. The newer buildings (Buildings #327 & #328) have mechanical ventilation. No items requiring repairs were noted.

ELECTRICAL SYSTEMS:

AERIAL PRIMARY DISTRIBUTION SYSTEM constructed approximately 30 years ago, which is generally considered the expected life of a pole system, is operational. However, poles, crossarms, etc. show signs of age and in some cases were badly cracked. Replacement is recommended only as failure occurs from maintenance funds. Total replacement would be exceedingly costly. Listed below are examples of locations that should receive attention.

1. The H-frame transformer bank by Building #3. The overhead service drop to the kitchen is located at the valley at a point where large amounts of ice collect on the conductors. The

conductors are too large for an overhead service drop configuration, placing excessive stress on the H-frame.

2. The H-frame transformer bank by Building #37 is in poor condition and is most likely to fail.
3. The H-frame transformer bank by Building #45 which is also equipped with the street lighting constant current transformer.
4. The corner pole across the street from the north side of Building #67 should be replaced as well as the transformer pole serving Building #329. Also in need of replacement are the station lighting arresters, primary pole-mounted oil switches, deteriorated cross-arms and broken insulators.

AERIAL FEEDERS:

Insulated conductors exposed to the sun and weather show signs of deterioration and in some cases the outer jacket had weathered off. These conductors should be replaced on the same basis as the aerial primary distribution system.

Conductors installed within the building were generally in good condition.

LIGHTING:

Most buildings had light fixtures with burned out lamps including exit fixtures. These fixtures should be relamped as part of the maintenance program. Generally the light fixtures were dust free. Exceptions are the Plant Maintenance Shops and Buildings #37 and #38. Most buildings that have had electrical alterations had adequate lighting levels for the purpose for which they were being used.

Buildings No. 5, No. 8 and No. 9 should have alterations to get adequate lighting levels, updating for present usage with adequate lighting would cost approximately $1,200.00 for Building Nos. 8 and 9 and approximately $2,500.00 for Building No. 5.

RECEPTACLES:

Most buildings that have had electrical alterations had receptacles with U grounds. However most buildings also had the ungrounded type receptacles. The cost in bringing receptacles to present grounding standards would be prohibitive.

SWITCHES AND CONTROL EQUIPMENT:

Re-identification of system controls are necessary. Estimated cost for re-checking the system would be approximately $3,000.00.

PUBLIC ADDRESS SYSTEM is operable. Presently, it is used mostly in conjunction with the clock and program system. The system is basically operated on the staff's knowledge of the system. A replacement of scavenged system speakers would be necessary. Estimated cost is $750.00.

FIRE ALARM SYSTEM is operable and tied into the Brigham City Fire Department via telephone lines. A great portion of the wiring is exposed or imbedded in plaster. Buildings No. 5, No. 6, No. 7, No. 8, No. 9 and No. 92 have no fire alarm system. It is recommended that the fire alarm system be updated only if the buildings themselves are updated.

PANELBOARDS in general were operable and suitable. However directories should be brought up-to-date. A considerable number of manhours would

have to be spent in checking and identifying circuits, and estimated cost would be approximately $4,500.00.

LOADING:

Most building were not overloaded. Exceptions are Buildings No. 2, No. 60, No. 327, No. 328, No. 9 and No. 7. Building No. 22 has barely ample service and re-working of the main service is necessary. It is impossible to prepare a cost estimate unless a complete detailed plan is prepared of the extent of modification necessary and could be in excess of $5,000.00 per building.

EMERGENCY SYSTEM consists of two 50 KW engine generators which can be manually paralleled. Transfer from normal to emergency is also manual. Updating to present automatic standards of operation could very well exceed $7,500.00. Providing lights in the buildings noted would cost approximately $1,500.00 per buildings. Emergency lights should be installed in Buildings No. 4, No. 8, No. 9, No. 39 through No. 44, No. 58 and No. 59.

EXIT LIGHTS:

Exit in most buildings. Exceptions are Buildings No. 1, No. 333, No. 81, No. 60 and No. 32. Installation would cost approximately $1,200.00 per building.

MISCELLANEOUS:

Building No. 45 has undergone extensive remodeling whereby it is presently provided with (3) separate electrical services. Updating and combining all electrical loads to a single service to conform with current codes

Would require extensive new equipment and construction with the cost being approximately $8,000.00.

In conclusion, the complex is functioning more than adequately at the present time and with a minimum of cost can continue to do so in a first class manner for many years. The facilities cannot be duplicated elsewhere for anywhere near the cost of improving or maintaining this campus.

SAFETY FIELD TRIP REPORT

Purpose : To evaluate the Intermountain School facility for compliance with Safety codes.

Dates: May 7-8, 1973

Location: Intermountain School
Brigham City, Utah

Personnel Contacted: Messrs. Robert Barthelamew, Administrative Officer
George Richards, Safety Officer
John McNary, Plant Manager

Comments: Safety deficiencies stem primarily from vocational shops and classrooms being established in buildings and in locations that are not adequate for the activity. Some of the deficiencies are operational problems and others are design deficiencies. My comments are limited to the design or facility deficiencies.

The design of the dormitories includes adequate exit doors within the required travel distance, illuminated exit signs, emergency lighting, central fire alarm, automatic sprinklers, steam heat from central plant, and fire doors at the stairwells, and in the corridors connecting the buildings. The corridor doors are equipped with fuseable links.

The buildings were constructed prior to the one-hour fire-resistive rating requirement for means of egress, therefore, they do not meet this requirement. Also, magnetic door holders inter-connected with the fire alarm should replace all fuseable links on fire and smoke doors.

The dormitory facilities are superior to most Bureau dormitories because of the safety features previously listed.

Most of the vocational shops are inadequate. Some of the unsafe conditions are lack of area for proper layout. Most shops have approximately 50% of the current required minimum floor area for the type of vocation being taught. All restrooms, washrooms, dressing areas, and drinking fountains, do not meet the requirements for vocational shops. Several shops are located on the 2nd floor of buildings. Shops should be on the ground floor and accessible to the outside for material handling purposes and emergency egress.

The spray paint booth and auto exhaust system in the auto mechanics shop are the only engineered exhaust or dust collection systems found in any of the shops. Although some of the shops have locally installed exhaust fans and ducts or dust collection systems, they do not meet the requirements for the process involved.

Most shop equipment is not properly anchored to the floor or bench to prevent accidental movement. Approved metal cabinets for volatile liquid storage is non-existent at the facility. A separate building is required for the body and fender shop and plant management shop for the quantity of flammable and volatile liquid stored in these two shops. It is a very poor management practice to expose this amount of property to loss by fire by improper storage of hazardous materials. Material storage areas are needed for all shops. Many of the required exit corridors or paths for exits are partially blocked with material storage.

Because of the improper shop layouts and locations, most of the shops will require rewiring when shop equipment is properly spaced. Many pieces of shop equipment are worn out or obsolete and should be replaced. Also many work benches are constructed of combustible materials and should be of fire resistive construction.

Electrical kilns have been installed in combustible confined space. Kilns are rated as high hazard by the NFPA and require a minimum of one-hour fire-rated construction enclosure.

Numerous classrooms have been established without any consideration for fire code requirements.

Conclusions : Many corrections of unsafe conditions must be programmed for continued operation of this facility as it is currently used. Any change in use requiring remodeling of the various buildings will require the remodeled building to be brought up to current safety codes including the Occupational Safety and Health Act.

Fred D. Tidwell

Fred D. Tidwell

APPENDIX F

Division of School Facilities
(IERC)
Report on Repair and Maintenance,
Plant Operation and Equipment Survey
for
Intermountain School

Office of Education Programs
Indian Education Resources Center
Albuquerque, New Mexico

MAY 24, 1973

INTERMOUNTAIN INDIAN SCHOOL

REPAIR & MAINTENANCE, PLANT OPERATION AND EQUIPMENT SURVEY

The facilities at Intermountain Indian School contain 1,450,000 square feet. About 9.5% of the building square footage (approximately 9 miles) is connecting, covered walkways. The walkways are heated, lighted and maintained at the same level as the building.

The figures below reflect the actual and theoretical plant operations and repair and maintenance cost of the facility for Fiscal Year 1972 and nine months of 1973. Present funding is based on approximately 85% of the actual operational and maintenance need. Theoretical funding would be the amount of dollars required to maintain the plant at 100% of the need. The estimate is based on the repair and maintenance allotment to the school, not necessarily the amount needed. Projected expenses are based on a 5% escalation figure.

	REPAIR & MAINTENANCE	PLANT OPERATION
Fiscal Year 1972		
Theoretical	825,300	
Estimate	555,000	424,600
Actual	521,000	437,500
Total F.Y. 1972 - $958,500		
Fiscal Year 1973		
Theoretical	900,100	
Estimate	432,900	406,300
Actual (9 Mos.)	306,000	304,000
Actual (12 Mos.)	407,000	405,000
Total F.Y. 1973 - $812,000		
Fiscal Year 1974		
Theoretical	971,400	
Estimate	427,350	406,300
Total F.Y. 1974 - $833,650		
Projected Expense:		
Fiscal Year 1975	448,717	426,615
Fiscal Year 1976	471,152	447,945
Fiscal Year 1977	494,709	471,342
Total - $966,051		

The following figures is on estimate in dollars needed to replace old or obsolete equipment and to bring the instructional areas up to date.

Academic - $51,000.

Dormitories - In 1972 all the dormitories were refurnished and carpeted. Equipment and furnishings appeared good to excellent.

Kitchen - The equipment and furnishings appeared to be in good condition. A considerable amount of renovation and replacement has recently been done in the kitchen areas.

Vocational - $63,000.
Although the equipment in the shops have received excellent care and maintenance, same replacement is needed to be current with the latest developments in vocational training.

APPENDIX G

TELEPHONE INTERVIEW WITH TRIBAL OFFICIALS

DESCRIPTION

The Intermountain campus is located in Brigham City, Utah. There are 27 structures designed to house approximately 2,000 students. Included, among others, are classroom buildings, shops, 2 gymnasiums, an olympic size swimming pool, 2 auditoriums, and 9 miles of corridor that interconnect all structures. A just completed evaluation of the total physical plant by the Division of School Facilities shows that:

> *"The complex is functioning more than adequately at the present time and with a minimum of cost can continue to do so in a first class manner for many years. The facilities cannot be duplicated elsewhere for anywhere near the cost of improving or maintaining this campus."*

In a recent meeting of the National Tribal Chairman's Association the following question was raised:

> *"What is the Navajo interest in closing Intermountain Boarding High School?"*

Response: The Navajo interest in closing Intermountain Boarding School has its basis primarily in the view that Navajo children, at least through high school age, should be educated on the reservation as near to their families as possible. At the time that the Bushnell Hospital in Brigham City became available for use as a boarding high school, there were only limited facilities available on the reservation. This situation has changed in recent years, and it is reported that many Navajo Area schools are under-enrolled at the present time.

Budget considerations make it clear that it will not be possible to activate high school facilities on the reservation and still continue to operate Intermountain Indian High School as a Navajo institution. Various reports of high per pupil costs of operating the facility, plus the policy of the Bureau and of the tribe sending children to school as close to home as possible made the choice of alternative clear to the interagency school board and to the Area Office.

It should, however, be noted that the Navajo Interagency school board has expressed a strong desire to have Intermountain School available to Navajo young adults as a post secondary facility.

I would like to explore with you several possible alternative uses for the Intermountain Plant. In other words, what potential exists for utilization of the Intermountain campus by Indians for the benefit of Indians?

Name _____ Affiliation

a) Tribal Official _____
b) Government Employee _____
c) Educator _____
d) Other Professional _____

(1) Jim provides descriptive information.

(2) Base questions:

a) Do you feel that this facility is needed and should be used for the benefit of Indian people?

	Agree	Disagree	Insufficient Information
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____

b) Since you feel that the facility should be used, do you think it might be most useful as a:

(1) Post Secondary Vocational Facility

	Agree	Disagree	Insufficient Information
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____

(2) All American Indian University which would provide strong programs in pre-med, pre-dental, and pre-law preparation.

	Agree	Disagree	Insufficient Information
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____

(3) An Agricultural and Mechanical College which would address itself and its field activities to special developmental needs of Indian lands and resources.

	Agree	Disagree	Insufficient Information
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____

(4) An All Indian Training Center - an expansion of the existing NITC which is jointly operated by CSC and BIA Education, e.g. School Board Training, Management Training, small business development training, etc.

	Agree	Disagree	Insufficient Information
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____

(5) Other

APPENDIX H

PLANNED SCHOOL FACILITIES BUREAUWIDE

PLANNED NEW SCHOOL CONSTRUCTION

SCHOOL	ADVANCE MONEY FOR DESIGN	YEAR	TOTAL COST TO BUILD OR REPLACE
Albuquerque Indian School	40,000	1972	4 million
Riverside Indian School	(an alternative school structure or plant) No money	1971	3 million
Fort Sill Indian School	"		3 million
Chilocco Indian School	(No design money)		3,500,000 (Est. cost)
Institute of American Indian Arts	39,000		(No money) 33 million
Seneca Indian School Elementary-Junior High	Underway		5 million
Sequoyah Indian School	1968 Advance money (No design money)		2½ million if its all go
Phoenix Indian School	For: Auditorium, Gym, Pool		1,250,000
Sherman Indian School	In shop ready to start		11 million
Chemawa Indian School	Replace School		12 million